Undergraduate Bulletin

2011/2012

UNIVERSITY OF SOUTH CAROLINA BEAUFORT

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UNIVERSITY OF SOUTH CAROLINA BEAUFORT

History

The University of South Carolina Beaufort, a senior campus of the state's flagship public university system, brings the University of South Carolina's statewide mission of teaching, research, and public service to the Lowcountry of South Carolina. USCB offers baccalaureate degrees that respond to regional needs, draw upon regional strengths, and prepare graduates to contribute successfully in communities locally and around the globe. The curriculum is designed to promote acquisition of knowledge and the intellectual dispositions and skills that encourage depth of understanding, tolerance of others, and individual accountability. With the commitment of Beaufort and Jasper Counties, local donors and extraordinary public-private partnerships, USCB is the system's fastest growing baccalaureate university.

USCB has one of the oldest traditions of higher education in the nation, dating to the 1795 charter of Beaufort College. An act of the South Carolina legislature authorized the college to confer degrees in the liberal arts or sciences "usually conferred in other colleges in Europe and America." The curriculum focused on theoretical science. When the original college building was constructed in 1802, the motto was chiseled onto the cornerstone: "Virtue, Liberty and Science." Four valedictorians of the South Carolina College (which became the University of South Carolina) and two valedictorians at Harvard before the Civil War came from Beaufort College.

Beaufort underwent a profound social revolution during the Civil War—which gave rise to Beaufort College's second legacy: serving as headquarters for the Freedman's Bureau. From 1865 to 1872, this federal agency brought public education to newly freed slaves.

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

Over the next thirty years, USCB developed an eight acre campus on the waterfront in Beaufort's historic district—constructing buildings, renovating a former elementary school and purchasing historic properties. The University began offering classes on Hilton Head Island in 1985. By the late 1980's, students pursued baccalaureate degrees in several fields through USC Aiken and USC Columbia cooperative programs.

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

Expanding as a Comprehensive University in August 2004, USCB opened as South Carolina's newest accredited four-year university. Six baccalaureate degrees were offered and the first building opened on the Hilton Head Gateway campus 200 acre site. The next five years saw a science building, high-tech library, on-campus housing, and campus center constructed. Degree programs doubled and USCB Sand Shark athletics debuted, joining the NAIA Sun Conference.

Over 1,700 students now pursue thirteen baccalaureate degrees and more than 1,300 adults participate in the Osher Lifelong Learning Institute at USCB. The Festival Series, USCB's chamber music offering, celebrated its thirtieth and most successful season in 2009. In January 2009, USCB launched its BS in Nursing in new, state of the art facilities—with support from Hilton Head Regional Healthcare, Beaufort Memorial Hospital, the Community Foundation of the Lowcountry, and local donors. A strategic initiative focusing the Historic Beaufort campus on the fine arts has begun with the BA in Studio Art.

Our region's 215-year commitment to university education has remained constant—while the University of South Carolina Beaufort has responded to its needs.

Mission Statement

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

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

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

University Goals

Teaching/Learning

USCB will improve the quality of education by expanding its curriculum and stressing disciplinary knowledge and academic skill development characterized by critical inquiry, depth of understanding, accountability, and a commitment to diversity. The university will emphasize research, scholarship, and creative achievement as integral to effective teaching in all academic areas and will promote quality teaching and scholarship by providing appropriate faculty-development support.

Research and Creative Activity

Recognizing the intrinsic value of research, scholarship, and creativity and their importance to the region and to engaged teaching, the University will foster research, scholarship, and creative activity by recruiting, retaining, and supporting faculty members who are or will become nationally and internationally recognized as highly productive contributors to their fields. The University will assist faculty to identify and compete for extramural funding to support research and creative activities.

Service Excellence

USCB will be actively engaged at all levels in making all of our services student-centered, customer-focused, and excellence driven. Our campus and community relationships will be sustained by adherence to our core service values – integrity, collaboration, innovation, responsiveness, accountability, and excellence. Our academic programs will respond to regional needs and promote a high overall quality of life. University members will exhibit good citizenship by using professional and personal expertise to improve our communities. On our campuses, every person and system will be dedicated to fulfilling the academic aspirations of those students who choose to be members of this learning community.

Quality of Life in the University Community

USCB will attract the most deserving and promising students at every level, regardless of background and economic circumstance. The University will integrate strong academic programs with cultural and co-curricular experiences to foster a sense of community and quality of life that nurtures the whole person.

Recognition And Visibility

USCB will strive to complement and grow the region's strengths by continuing to develop the University's facilities, programs, activities, and community involvement at the Historic Beaufort and Hilton Head Gateway campuses. The University will increase its visibility by highlighting the accomplishments of students, faculty, and staff. Where possible, USCB will attain appropriate accreditations.

Accreditation

Southern Association of Colleges and Schools (SACS)

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

Academic Program Accreditation

The Department of Education

Accredited by the National Council for the Accreditation of Teacher Education (NCATE)

Accredited by the National Association for the Education of Young Children (NAEYC)

The Department of Nursing

Accredited by the Collegiate Commission on Nursing Education (CCNE)

Welcome to USCB's Academic Bulletin

The Online *Bulletin* is the official document of record concerning undergraduate programs and regulations. The University of South Carolina Beaufort (USCB) reserves the right to make changes in curricula, degree requirements, course offerings, or academic regulations at any time when, in the judgment of the faculty, the Chancellor, the USC President or the Board of Trustees, such changes are in the best interest of the students and USCB.

You may access the official undergraduate *Bulletin* online at http://www.uscb.edu. Except for a limited run of hard copies, the academic *Bulletin*s are available online. A hard copy of any portion (or all) of an online *Bulletin* may be printed.

Which Bulletin Should You Use?

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

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

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USCB Degree Programs

Undergraduate degree programs are offered through USCB's academic departments.

DEGREE MAJOR	ACADEMIC DEPARTMENT	DEGREE AWARDED
BIOLOGY	Science and Mathematics	Bachelor of Science (BS)
BUSINESS ADMINISTRATION	Business Administration	Bachelor of Science (BS)
COMPUTATIONAL SCIENCE	Science and Mathematics	Bachelor of Science (BS)
EARLY CHILDHOOD EDUCATION	Education	Bachelor of Arts (BA)
ENGLISH	English and Theatre	Bachelor of Arts (BA)
HISTORY	Humanities and Fine Arts	Bachelor of Arts (BA)
HOSPITALITY MANAGEMENT	Hospitality Management	Bachelor of Science (BS)
HUMAN SERVICES	Social Sciences	Bachelor of Science (BS)
LIBERAL STUDIES	Humanities and Fine Arts	Bachelor of Arts (BA)
NURSING	Nursing	Bachelor of Science (BSN)
PSYCHOLOGY	Social Sciences	Bachelor of Arts (BA)
SOCIOLOGY	Social Sciences	Bachelor of Arts (BA)
SPANISH	Humanities and Fine Arts	Bachelor of Arts (BA)
STUDIO ART	Humanities and Fine Arts	Bachelor of Arts (BA)

Two year programs (available only to active Military personnel and their dependents)   Associate of Arts (AA)
Associate of Science (AS)

Advising Tracks, Certificates, Cognates, Concentrations, and Minors

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

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

Students are advised to consult their academic advisor as to whether a minor or cognate is required or recommended for their degree program.

Advising Tracks

Advising track or advising pattern will be used at USCB to identify a plan of studies within a major or a plan of studies that helps prepare a student for future graduate work. For example, the term advising tracks or advising patterns is used to describe the pre-professional programs such as pre-law and pre-medicine. The use of track within Nursing or within Spanish are examples of a plan of studies within a major.

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

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

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

Pre-Law Track

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

Certificate Programs

Certificates are available only to students who are concurrently enrolled in a baccalaureate degree program. The certificate and baccalaureate degree are earned simultaneously. Certificates are issued by the Department Chair and are not recorded on the academic transcript.

Certificate programs are an organized series of courses, which are less than the degree program. Requirements for individual certificates are available from the academic departments.

Certificates in Business

Entrance Requirements:
Minimum GPA requirement of 2.0. A resume also must be submitted to enable the department to determine the experience of the candidate and the candidate's ability to succeed in the classroom. Basic computer familiarity, that is, an understanding of the Microsoft Office Suite, is necessary. Otherwise, BMGS 290 may be required. Certificates are only available to non Business majors.

Completion Requirements:
Certificates in Business require 15 credit hours with a GPA of at least 2.5. Certificates are available only to students who are concurrently enrolled in a baccalaureate degree program. The certificate and baccalaureate degree are earned simultaneously. Certificates are issued by the Department Chair and are not recorded on the academic transcipt.

Certificate in Accounting Foundations - 15 credits
>BACC 225 Financial Accounting 3
>BACC 226 Managerial Accounting 3
>BACC 355 Cost Accounting 3
>BACC 335 Survey of Federal Taxation 3
>BBAD 363 Business Finance 3
>>**Total Certificate Credit Hours** **15**

Certificate in Human Resources - 15 credits
>BMGT 374 Human Resource Management 3
>BMGT 380 Employment Law 3
>BMGT 404 Pay and Rewards 3
>BMGT 405 Staffing, Training and Development 3
>BMGT 498 Strategic HR Management 3
>>**Total Certificate Credit Hours** **15**

Certificate in Management Foundations - 15 credits
>BMGT 371 Principles of Management 3
>BBAD 324 Commercial Law...3

BBAD 379 Business and Society..3
        BMGT 376 Organizational Behavior 3
        BMGT 403 Leadership in Organizations 3
                Total Certificate Credit Hours **15**

Certificate in Small Business Management - 15 credits
        BMGT 371 Principles of Management 3
        BMKT 350 Marketing..3
        BMGT 374 Human Resource Management 3
        BMGT 473 Small Business Management 3
        BMGS 290 Computer Information Systems in Business 3
                Total Certificate Credit Hours **15**

Certificates in Spanish
Certificates in Hispanic Studies/Culture and Professional/Business Spanish bring increased awareness of other cultures, the need for foreign language skills and interest in international business.

Completion Requirements:
An overall grade point average of 2.0 is required for the certificate. Certificates are available only to students who are concurrently enrolled in a baccalaureate degree program. The certificate and baccalaureate degree are earned simultaneously. Certificates are issued by the Department Chair and are not recorded on the academic transcipt.

For more information, call 843-208-8336 or email Teves@uscb.edu

Certificate in Professional/ Business Spanish - 24 Credits
        BSPA 109 Beginning Spanish I 3
        BSPA 110 Beginning Spanish II...3
        BSPA 122 Basic Proficiency in Spanish 3
        BSPA 209 Reading and Written Expression 3
        BSPA 210 Oral Communication...3
        BSPA 309 Adv Conv and Grammar or BSPA 310 Adv Composition and Grammar...............3
        BSPA 316 Business Spanish 3
        BSPA 417 Advanced Business Spanish 3
        Minimum Total Certificate Credit Hours...**24**

Certificate in Hispanic Studies/Culture - 24 Credits
        BSPA 109 Beginning Spanish I 3
        BSPA 110 Beginning Spanish II...3
        BSPA 122 Basic Proficiency in Spanish 3
        BSPA 209 Reading and Written Expression 3
        BSPA 210 Oral Communication...3
        BSPA 309 Adv Conv and Grammar or BSPA 310 Adv Composition and Grammar...............3
        BSPA 300+ (any Spanish course 300+)..3
        BSPA 300+ (any Spanish course 300+)..3
        Minimum Total Certificate Credit Hours...**24**

Cognate
A cognate is a minimum of 12 hours in advanced-level courses related to, but outside, the major. It is intended to support the course work in the major. Cognate courses may be drawn from one or more departments, depending on the individual interests and program requirement of the student as determined by the student's major advisor. A cognate differs from a minor in that the courses must be above prerequisite level and may be distributed over more than one subject area. Completion of a cognate is not recorded on the academic transcript. Requirements for individual cognates are available from the student's academic advisor.

Concentration

A concentration refers to a series of courses that display a distinctive curricular pattern within the major. Concentrations usually have a minimum of 15 credit hours. Contact academic department for details.

Department of Business Administration

BUSINESS ADMINISTRATION
-concentration in Accounting
-concentration in Human Resource Management
-concentration in Management
-concentration in Marketing

Department of English and Theatre

ENGLISH
-concentration in General Major
-concentration in Writing

Department of Humanities and Fine Arts

SPANISH
-concentration in General Major
-concentration in Heritage Speakers

Department of Social Sciences

HUMAN SERVICES
-concentration in Gerentology
-concentration in Family, Youth and Child Development
-concentration in Community Development and Advocacy
-concentration in Mental Health and Disability Services

Minors

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

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

Art History
BARH 105 and BARH 106 and 4 additional BARH courses at 200+ level. No area distributions required. (BPHI 313 Philosophy of art may also fulfill the requirements; however students majoring in Studio Art who wish to minor in Art History cannot apply BPHI 313 to the latter.)

Business
BECO 221 and BACC 225 are required and should be taken before the remaining courses. Choose any four from the following: BACC 226, BBAD 345, BBAD 363, BBAD 383, BMKT 350, BMGT 371, BMGT 374, BMGT 376, or BMGT 473.

Chemistry
BCHM 321/321L, BCHM 333/331L, BMCH 334/332L, and 4-6 additional hours at 300+ level.

Communication Studies: BSPC 190, 140 or 230; BSPC 201 and 3 additional BSPC courses at the 300 level or above. No more than 3 hours of BSPC 399 may count toward the minor requirements.

English Minor in Literature
Prereq: One course from BENG 287, 288, 289, or 290. Minor: Two 300+ level courses in pre-1800

literature; two 300/400-level courses in post-1800 literature; and two additional 300/400-level courses in English.

English Minor in Writing
Prereq: One course from BENG 287, 288, 289, or 290. Minor: Three courses from BENG 460, 462, 463, 464, 465 and three additional 300+ level courses in English.

French
BFRE 122, 209, 210, one of 290 or 295(or BHRM 295), 310 plus one additional course at 300+ level. Only one course taught in English can be applied to this minor.

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

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

Human Services
BHSV 180, BHSV 190, BHSV 280, BHSV 290. In addition the minor requires one upper level (300+) Psychology course and one upper level (300+) Sociology course.

Intellectual History
Students will be expected to shape their own course of study in conjunction with their major and in consultation with their major advisor. Courses taken for the minor may not be used to satisfy either general education or major requirements.

Philosophy
Prereq: BPHI 110 or 111 (which may also be taken to satisfy a General Education requirement). Two courses in the history of Philosophy, One course in philosophical ethics or aesthetics, Three elective courses in Philosophy, at least two of which must be at the 300+ level.

Psychology
BPSY 101 and three courses from BPSY 302, 311, 321, 331, 341, 361, 401, 451 and two courses numbered 210 or above (one course only of which may include BPSY 399, 498, or 499).

Sociology
BSOC 101, BSOC 497, and 4 additional courses at the 300+ level.

Spanish
BSPA 209, 210, 309, 310 and two additional courses at 300+ level. BSPA 398 can be taken only once.

Studio Art
BATS 103 or 111, BARH 105 or 106 and 4 additional BATS courses at 100+ level.

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

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

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

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

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

BACCALAUREATE DEGREE PROGRAMS

Programs of Study

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

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

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

General Education Requirements

Purpose Statement
The General Education curriculum is designed to provide USCB students with a well-rounded education. Students receive instruction and practice in effective oral and written communication, cultivate an understanding of the liberal and fine arts, broaden their historical and cultural awareness and develop a proficiency in one foreign language. Students study the social and natural sciences, acquire technological and information literacy and build skills in numerical and analytical reasoning. This program of study, to be completed largely during the student's first two years at the university, serves as a foundation for later upper-division work within the student's major. It also ensures that students that successfully complete the General Education program have a broad, well-rounded education that will enable them to succeed in graduate school or the workplace and more fully understand their place in the world and get the most out of life.

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

USCB seeks to ensure that all students who complete the GE program are able to …

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

Curriculum
General Education Requirements*.. **43-47**[*]

English 6-7
BENG 101, 101L and 102 (each with a grade of "C" or higher)[1]

Numerical and Analytical Reasoning[2] 6

BMTH 101 or a higher level mathematics course, plus an additional course in mathematics, logic, statistics, or computer science.

Speech[3]

BSPC 140, 201, 210 or 230.. 3

Liberal Arts

Liberal Arts Electives (humanities and social/behavioral sciences)[4] 6
BHIS 101, 102, 111, 112, 115, or 116... 3
Fine Arts[5] 3
Social/Behavioral Sciences[6] 3

Natural Sciences[7]

Two courses, at least one with associated laboratory 7

Foreign Languages .... 6[*]

Students shall demonstrate in one foreign language the ability to comprehend the topic and main ideas in written and, with the exception of Latin and Ancient Greek, spoken texts on familiar subjects. For foreign languages taught at USCB, this requirement may be satisfied and credit earned by proficiency. For all other foreign languages, the requirement is waived but no credit is earned by demonstrating an equivalent proficiency.

Non-Western Studies[8] 0-3

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

[1]Students may place out of BENG 101L with an appropriate score on the Freshman English Placement Exam. Students who transfer into USCB with credit for first-semester freshman composition are exempt from the BENG 101L requirement.
[2]Business majors must take two math courses: either BMTH 111/111L or BMTH 115 (with a grade of 'C' or higher), and BMTH 122 or BMTH141. Early Childhood Education majors must take BMTH 221 and 222 and pass these courses with a grade of C or higher. Nursing majors must take BMTH 111/111L or a higher level mathematics course and BSTA 201.
[3]Early Childhood Education majors must pass this requirement with a grade of C or higher.
[4]Courses from the following disciplines: BFRO, BANT, BARH, BATS, BECO, BENG, BFRE, BGEO, BGER, BHIS, BJOU, BLIN, BMUS, BPHI, BPOL, BPSY, BRLG, BSOC, BSPA, BSPC, BTHE. Early Childhood Education majors and Liberal Studies majors must select one course of English Literature, 200 level or higher, to fulfill 3 hours of this requirement. English majors may use 3 hours of their major prerequisites toward this requirement. Early Childhood Education majors must fill the remainder of this requirement with BPSY 101 or BSOC 101. Business majors must fulfill the remainder of this requirement with BECO 221. Nursing majors must take BPSY 101 and BPSY 321.
[5]Courses from: BARH, BATS, BMUS, or BTHE. Early Childhood Education majors must take and Liberal Studies majors are encouraged to take BARH 105, BARH 106, BMUS 110, or BTHE 200.
[6]Courses from: BANT, BECO, BGEO, BGST, BLIN, BPOL, BPSY, BSOC and BSST. Human Services major prerequisites may be used to satisfy this requirement. Early Childhood Education majors must take BPOL 201. Business majors must take BECO 222. Nursing majors must take BSOC 101.
[7]Courses from: BAST, BBIO, BCHM, BGEL, BMAR, BSME and BPHY. One of the natural science courses may be a 3-credit course that is designed without a separate laboratory or field component, but which incorporates these components in the main curriculum. The other natural science course must be a 4-credit course with embedded or separately listed laboratory. Early Childhood Education majors must take one course in Biological Sciences (BBIO) and one course in Physical Sciences (BAST, BPHY, BCHM, or BMAR 111, 112, or 210). Nursing majors must take BBIO 243/243L and BBIO 244/244L or the equivalent coursework.
[8]The following courses have been approved for this requirement: BANT 102, BANT 301, BANT 312, BANT 317, BANT 351, BANT 352, BANT 452, BARH 349, BENG 291, BGEO 121, BGST 301, BGST 398, BHIS 109, BHIS 115, BHIS 116, BRLG 203, BSOC 315 and BSPA 380B. Non-equivalent transfer credits may be evaluated for approval on a case by case basis by the Program Director for General Education. Early Childhood Education majors must take BGEO 121, BANT 102, or BSOC 315. Nursing degree students must take BANT 452.
[*]Waiver of Foreign Language Requirement for Bilingual Speakers: Students whose native language is other than English and who have scored either 550 on the paper-based, 213 on the computer-based, or 77 on the internet based Test of English as a Foreign Language (TOEFL), are exempt, without credit, from USCB's language requirement. English-speaking students who document or certify native or near-native proficiency in a language other than English are also exempt, without credit, from this requirement.

BIOLOGY (Bachelor of Science)

Department of Science and Mathematics

Dr. Charles Keith, Department Chair

Professor
Charles H. Keith, Ph.D., University of Chicago

Associate Professors
Joseph L. Staton, Ph.D., University of Louisiana, Lafayette
Guiliana Gusmaroli, Ph.D., University of Milan

Assistant Professors
Stephen A. Borgianini, Ph.D., University of South Carolina
Eric Montie, Ph.D., Massachusetts Institute of Technology

Adjuncts
John Fakunding, Ph.D., University of California at Davis
Sally Krebs, ABD, University of Rhode Island
Francis N. Murphy, D.V.M., University of Georgia
Amy Sears, Ph.D., University of Chicago

Purpose Statement

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

Program Goals

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

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

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

Admissions Standards for the Biology Program

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

Curriculum

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

I. General Education Requirements.. 38-50[*]

English

BENG 101, 101L and 102 (each with a grade of "C" or higher)[1] ………….. 6-7

Numerical and Analytical Reasoning (Biology)...6-8

Either Calculus I (BMTH 141) and Calculus II (BMTH 142) **or** Calculus for Business & Social Sciences (BMTH 122) and Finite Mathematics (BMTH 170)

Speech

BSPC 140, 201, 210 or 230 3

Liberal Arts

Two courses from the liberal arts offerings[2] 6

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

Fine Arts[3] 3

Social/Behavioral Sciences[4] 3

Natural Sciences

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

Foreign Languages ....6[*]

Students shall demonstrate in one foreign language the ability to comprehend the topic and main ideas in written and, with the exception of Latin and Ancient Greek, spoken texts on familiar subjects. For foreign languages taught at USCB, this requirement may be satisfied and credit earned by proficiency. For all other foreign languages, the requirement is waived but no credit is earned by demonstrating an equivalent proficiency.

Non-Western Studies[5] 0-3

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

III Program Requirements 31

BCHM 111 and 112 8

BCHM 333, 331L, 334 and 332L 8

BPHY 201 or 211 4

BSTA 201 3

BMTH 141 and 142 or BMTH 122 and BMTH 170......................................8

III. Major Requirements..35

BBIO 101[6] and 102[6]...8

BBIO 301 4

BBIO 302 4

BBIO 303 3

BBIO 460 4

Biology courses 399 or above[7] 12

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

IV. Electives……….. 4-16

Total hours...120

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[1] Students may place out of BENG 101L with an appropriate score on the Freshman English Placement Exam.
[2] Courses from the following disciplines: BFRO, BANT, BARH, BATS, BECO, BENG, BFRE, BGEO, BGER, BHIS, BHSV, BJOU, BLIN, BMUS, BPHI, BPOL, BPSY, BRLG, BSOC, BSPA, BSPC, BTHE.
[3] Courses from: BARH, BATS, BMUS, or BTHE.
[4] Courses from: BANT, BECO, BGEO, BHSV, BLIN, BPOL, BPSY, BSOC.
[5] The following courses have been approved for this requirement: BANT 102, BANT 301, BANT 312, BANT 317, BANT 351, BANT 352, BANT 452, BARH 349, BENG 291, BGEO 121, BGST 301, BGST 398, BHIS 109, BHIS 115, BHIS 116, BRLG 203, BSOC 315 and BSPA 380B. Non-equivalent transfer credits may be evaluated for approval on a case by case basis by the Program Director for General Education.
[6] A minimum grade of C in BBIO 101 and 102 is required of all biology majors before they enroll in any BBIO courses numbered above 299.
[7] Only after a student has completed two of BBIO 301, 302, or 303 with a grade of C or better, may s/he enroll in 399+ level courses.
[*] Waiver of Foreign Language Requirement for Bilingual Speakers: Students whose native language is other than English and who have scored either 550 on the paper-based, 213 on the computer-based, or 77 on the internet based Test of English as a Foreign Language (TOEFL), are exempt, without credit, from USCB's language requirement. English-speaking students who document or certify native or near-native proficiency in a language other than English are also exempt, without credit, from this requirement.

BUSINESS ADMINISTRATION (Bachelor of Science)

-concentration in Accounting
-concentration in Business Management
-concentration in Human Resource Management
-concentration in Marketing

Department of Business Administration

Dr. Fred Beasley, Interim Department Chair

Professors
Fred Beasley, Ph.D., University of Maryland
Davis Folsom, Ph.D., University of Connecticut

Associate Professor
Bryan Dennis, Ph.D., University of Georgia

Instructors
Ginny Crews, M.B.A., The Citadel
Jane Lambert, M.S., Indiana University
Peter Swift, D.P.S., Pace University

Adjuncts
John R. C. Bowen, M.A., J.D., University of South Carolina
Patrick Carberry, M.B.A., Pace University
Leonard Gaffga., M.B.A., University of Pennsylvania
M. Dee Guillory, M.B.A., University of Michigan
Tiffany-Dawn Hamilton, M.B.A., University of Florida
Patricia Jensen, M.S., Southern Oregon University
Kenneth Miller, Ph.D., North Central University
Aurel Stuart, M.S., Troy State University
Kenneth Szarek, M.S., Webster University
C. Paul Weatherhead, M.L.I.R., Michigan State University

Purpose Statement

The USCB Business Administration degree focuses on the traditional business areas of accounting, finance, marketing and economics and their roles in implementing business strategies. The program strives to enhance student understanding of the dynamics of today's global economy and competitive forces. An integrative approach is employed stressing leadership, ethics, interpersonal skills, and technological competence in a critical thinking context. Real-world skills are developed which allow our graduates to contribute to their future employers in for-profit, non-profit and government organizations, as well as their local and global community.

Program Goals

The Business Administration Department has the following program objectives associated with the University goals of:

Teaching & Learning

- Develop programs in Business Administration by strengthening the curricular quality of our offerings in response to disciplinary standards, viable student and employer needs, and, where feasible, regional needs.
- Provide a learning environment where Business Administration students gain broad knowledge, with a focus on business theory and practice.
- Encourage faculty to use innovative means to enhance teaching and learning.
- Continue to improve teaching and learning processes.

Research, Scholarship & Creative Achievement

- Provide means and support for faculty research and development.
- Explore outside funding to support faculty research.
- Sustain faculty scholarly and creative initiatives through strategies to make them visible and understood.
- Contribute individually to scholarship in discipline and/or pedagogy.

Service Excellence
- Encourage close, professional working relationships amongst faculty, staff, students and business community.
- Faculty will be individually involved in University, professional and community service activities.

Quality of Life in the University Community
- Encourage a positive and healthy quality of life experience for our faculty, staff, students and business community.

Recognition and Visibility
- Market USCB's Business Administration program.
- Increase community outreach efforts by faculty, staff and students.
- Work to attract more students.
- Attain and maintain appropriate accreditation.

All students in the USCB Bachelor of Science in Business Administration program are provided a learning environment where students gain broad knowledge, with a focus on business theory and practice. Upon graduation, the faculty will…
- Ensure students understand and apply basic business concepts in a global economy.
- Ensure students use quantitative and qualitative reasoning to analyze data and make informed, ethical business decisions.
- Ensure students communicate effectively.
- Ensure students demonstrate effective management and leadership skills.

Admissions Standards for the Business Administration Program
Students who fulfill the admission requirements of USCB may enroll as business majors. Transfer students are required to have a 2.0 GPA.

Curriculum
USCB offers the Bachelor of Science with a major in Business Administration and concentrations in Accounting, Management, Marketing and Human Resource Management. To qualify for graduation, a student must meet general education requirements, program requirements, business core requirements and concentration requirements as stated below.

Double Concentration: Students have the ability to receive two concentrations (e.g., Management and Marketing) that will be listed on the transcript upon graduation. Students will need to take 5 courses required in each concentration (section IV), and may count 3 of the classes from one concentration towards their Business electives (section V).

Saturday Degree Business Plan: Students admitted into the Saturday Business Degree Plan are required to follow the Fall 2007 academic bulletin. SDBP students must have 30 of the last 46 hours earned at USCB to meet residency requirements.

I. General Education Requirements .... **49-55**[*]

English
BENG 101, 101L, and 102 (each with a grade of "C" or higher)[1] 6-7

Numerical and Analytical Reasoning[2]... 6-7
BMTH 111/111L or BMTH 115, and BMTH 122 or BMTH 141 (each with a grade of "C" or higher).

Speech
BSPC 140, 201 or 230..3

Liberal Arts
BHIS 101, 102, 111, 112, 115, or 116..3
Fine Arts[3] 3

Natural Sciences[4]
Two courses, at least one with associated laboratory 7-8

Foreign Languages .... 6[*]

Students shall demonstrate in one foreign language the ability to comprehend the topic and main ideas in written and, with the exception of Latin and Ancient Greek, spoken texts on familiar subjects. For foreign languages taught at USCB, this requirement may be satisfied and credit earned by proficiency. For all other foreign languages, the requirement is waived but no credit is earned by demonstrating an equivalent proficiency.

Non-Western Studies[5] 0-3

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

II. Program Requirements 15-26

BECO 221, 222 (meets the Social/Behavioral Science/Liberal Arts GE requirements) 6
BMGS 290 3
BSTA 201 3
BBAD 210 3
Free Elective(s) ** 0-11

III. Business Core Requirements (each with a grade of "C" or higher) 36

BACC 225, 226 6
BBAD 324, 345, 363, 379, 383 (or BECO 303), 396 18
BMGT 376, 390, 478 9
BMKT 350 3

IV. Concentration Requirements (each with a grade of "C" or higher)

Accounting Concentration 18

BACC 335, 345, 355, 425, 426, 485 18

All courses require a grade of C or higher in BACC 226

-OR-

Management Concentration 15

BMGT 374, 403, 473, 475, 488 15

-OR-

Marketing Concentration 15

BMKT 352, 453, 454, 455, 465 15

-OR-

Human Resource Management Concentration 15

BMGT 374, 380, 404, 405, 498 15

V. Business Electives (each with a grade of "C" or higher) 6-9

Any 3 upper division Business/Economics courses (2 if accounting concentration) not required by sections III or IV (students earning a double concentration are exempt from this requirement).

Total hours required 120

[1]Students may place out of BENG 101L with an appropriate score on the Freshman English Placement Exam.
[2]Business majors must take two math courses: either BMTH 111/111L or BMTH 115, and BMTH 122 or BMTH141 (each with a grade of 'C' or higher).
[3]Courses from: BARH, BATS, BMUS, or BTHE.
[4]Courses from: BAST, BBIO, BCHM, BGEL, BMAR, BPHY.
[5]The following courses have been approved for this requirement: BANT 102, BANT 301, BANT 312, BANT 317, BANT 351, BANT 352, BANT 552, BARH 349, BENG 291, BGEO 121, BGST 301, BGST 398, BHIS 109, BHIS 115, BHIS 116, BRLG 203, BSOC 315, and BSPA 380B. Non-equivalent transfer credits may be evaluated for approval on a case by case basis by the Department Chair.
[6]Courses from: BFRO, BANT, BARH, BATS, BECO, BENG, BFRE, BGEO, BGER, BHIS, BHSV, BJOU, BLIN, BMUS, BPHI, BPOL, BPSY, BRLG, BSOC, BSPA, BSPC, BTHE.
*Waiver of Foreign Language Requirement for Bilingual Speakers: Students whose native language is other than English and who have scored either 550 on the paper-based, 213 on the computer-based, or 77 on the internet based Test of English as a Foreign Language (TOEFL), are exempt, without credit, from USCB's language requirement. English-speaking students who document or certify native or near-native proficiency in a language other than English are also exempt, without credit, from this requirement.
**Students must earn a total of 60 credit hours of general education coursework (sections I & II above). Therefore, students who place out of BMTH 111L, BENG 111L and/or test out of the language requirement must take equivalent credit hours so that sections I & II above equal 60.

COMPUTATIONAL SCIENCE (Bachelor of Science)

Department of Science and Mathematics
Dr. Charles Keith, Department Chair
Dr. Yiming Ji, Degree Program Coordinator

Professor
Charles H. Keith, Ph.D., University of Chicago

Associate Professors
Akira Iwasa, Ph.D., University of South Carolina
Yiming Ji, Ph.D., Auburn University
Bud Sanders, Ph.D., University of Tennessee

Assistant Professors
Brian Canada, Ph.D., Penn State
Xuwei Liang, Ph.D., University of Kentucky

Purpose Statement
The purpose of the Bachelor of Science in Computational Science is to provide students with a comprehensive exposure to various science and engineering fields that interface with Computer Science and provide an intensive immersion into a particular field of interface. The program will endeavor to produce graduates who not only have a broad foundation in the basic concepts and methods underlying Mathematics and Computer Science but who will possess the skills that will allow them to participate in the extension of scientific thought and knowledge.

Program Goals
- Provide students with a diverse knowledge in the Computational Sciences and significant exposure to other science and engineering fields.
- Prepare students for careers in broad areas that require extensive proficiency in programming, modeling, computing, and software system management.
- Foster a fundamental understanding for the process of science and an appreciation for how the Mathematics, Computer Science and other areas of science and engineering would integrate meaningfully and would impact our everyday lives and the future of the natural world.
- Provide promising undergraduate students with significant research experiences
- Provide much needed opportunities for interaction with the local citizenry concerning advancing computer and/or computing technologies through formal classroom instruction, internships, seminars and informal educational opportunities at local events

USCB aims to ensure that all students who complete the Bachelor of Science in Computational Science are able to…
- Develop scientific programs in a high-level language such as FORTRAN, C/C++, or Java
- Use scientific computational/modeling tools such as Matlab
- Demonstrate substantive knowledge and skills in a chosen concentration
- Identify and apply methods to efficiently manage data across disciplines
- Apply critical thinking skills to develop computer simulations and models
- Work fluently with concepts such as numerical methods and computing techniques/theories to solve problems in an application area

Admissions Standards for the Computational Science Program
Students who fulfill the admission requirements of USCB may enroll as Computational Science majors. Transfer students are required to have a 2.0 GPA.

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

I. General Education Requirements .... **39-50**[*]

English

       BENG 101, 101L and 102 (each with a grade of "C" or higher)[1] 6-7

Numerical and Analytical Reasoning 8

       BMTH 141 and 142

Speech

       BSPC 140, 201or 230 3

Liberal Arts

       Liberal Arts Electives (humanities and social/behavioral sciences)[2] 6

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

       Fine Arts[3] 3

       Social/Behavioral Sciences[4] 3

Natural Sciences[5]

       Two courses, one of which must include a laboratory 7-8

       (Two courses with laboratory are recommended)

Foreign Languages ....6[*]

       Students shall demonstrate in one foreign language the ability to comprehend the topic and main ideas in written and, with the exception of Latin and Ancient Greek, spoken texts on familiar subjects. For foreign languages taught at USCB, this requirement may be satisfied and credit earned by proficiency. For all other foreign languages, the requirement is waived but no credit is earned by demonstrating an equivalent proficiency.

Non-Western Studies[6] 0-3

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

II. Major Requirements **58**

       BCSE 102 or BCSE 104 or BCSE 209 3

       BCSE 150... 3

       BCSE 145 and BCSE 146 6

       BMTH 240 4

       BMTH 242 3

       BMTH 340** Applications in Probability and Statistics 3

       BSTA 350** Experimental Design.. 3

       BMTH 380** Computational Mathematics 3

       BCSE 320... 3

       BCSE 350... 3

       One course from.. 3

              BCSE 360[*] Operating system

              or BCSE 361[*] Computer networking and communications

              or BCSE 362[*] Software Engineering

       BCSE 390** High performance computing.. 3

       BCSE 450** Computer Simulation 3

       BCSE 460** Independent research (capstone) 3

       Cognate course electives† 12

III. Electives **12-24**

       Total hours.. **120-121**

EARLY CHILDHOOD EDUCATION (BACHELOR OF ARTS)

Department of Education
Dr. Nancy Gallenstein, Department Chair

Associate Professors
Cynthia Bolton-Gary, Ph.D., Educational Psychology, University of North Carolina, Chapel Hill
Nancy Gallenstein, Ph. D., Education, Utah State University

Assistant Professor
Renarta Tompkins, Ph.D., Emory University

Instructor
Mary Hope Roseneau, M.Ed., University of South Carolina

PURPOSE STATEMENT
The purpose of the Department of Education is to prepare candidates to become Constructivist Educators for the classroom. The four Conceptual Framework elements/standards of the Constructivist Educator, as nurturer, communicator, reflective professional and facilitator/instructor, form the framework for the assessment of candidate achievement and performance.

PROGRAM GOALS
Program objectives are measured by candidate performance. Faculty members facilitate candidate achievement as measured by performance indicators, by basing their actions on the central principles of the professional education program. Candidate performance indicators are measured as competencies in dispositions, content knowledge and methodologies, professionalism and classroom management skills necessary to create inviting, supportive and effective learning environments. These are organized into four standards based on the constructivist philosophy of active involvement in the learning process.

To accomplish these goals candidates are provided with pedagogical experiences designed to develop skills, knowledge, and dispositions. Program completers are expected to demonstrate excellent classroom teaching abilities, leadership in the school and community, and a desire to have a positive impact on students.

USCB seeks to ensure that all students who complete the Bachelor of Arts in Early Childhood Education are able to be…

- The *Constructivist Educator as* **Nurturer** effectively models positive teacher-parent relationships, creates positive relationships with families, recognizes developmental differences in students, and provides a safe environment for learners to develop intellectually and socially.

- The *Constructivist Educator* as **Communicator** effectively models oral and written communication; identifies and responds to diverse learning styles of learners in listening, speaking, reading, and writing; integrates technology; creates a positive learning environment, and clearly identifies and communicates academic and behavioral expectations to students.

- The *Constructivist Educator* as **Reflective Professional** uses reflection effectively to assess and improve pedagogical practice and student achievement, committed to lifelong learning, participates in professional activities, and demonstrates an understanding of the professional ethics and standards of behavior (http://www.scteachers.org/cert/certpdf/standardsofconduct.pdf)

- The *Constructivist Educator* as **Facilitator/Instructor** effectively demonstrates an understanding of the relationship between constructivism and other learning theories, demonstrates best practices developmentally and culturally appropriate practices in classroom management skills, applies local, state, and national standards to curriculum and assessments in the classroom, and also develops and adapts curriculum to meet the learning styles and diverse needs of all learners.

Candidate Progression:

The Department of Education teacher education program has five levels which candidates progress through as delineated in the unit assessment system, with each level acting as a transition point for program progression. The complete program of study may be viewed at http://education.uscb.edu.

LEVEL I
Pre-Professional:

The baccalaureate curricula are divided into two years of general education and two years of professional training. Any USCB student who fulfills the admission requirements of the University may enroll in the pre-professional curriculum with completion of at least 30 hours in required general education credits. BEDC 210 serves as a pre- or co-requisite for some of the pre-professional courses. Curricula designated as professional education courses are limited to candidates who have been formally accepted to an education program within the USCB Department of Education.

Each student enrolled at USCB completes a core of general education coursework. The general education curriculum is designed to provide USCB students with a well-rounded education. Students receive instruction and practice in effective oral and written communication, cultivate an understanding of the liberal and fine arts, broaden their historical and cultural awareness and develop a proficiency in one foreign language. Students study the social and natural sciences, acquire technological and information literacy, and build skills in numerical and analytical reasoning. The General Education and Pre-Professional requirements, to be completed largely during the student's first two years at the university, serve as a foundation for later upper-division professional program work. It also ensures that students have the content knowledge necessary to become effective professional educators.

LEVEL II
Professional Program:

Application for admission into the professional program is to be submitted to the Professional Education Committee during the semester that the student completes 46 - 55 hours of undergraduate study. Transfers with more than 56 undergraduate hours should apply during the first semester at USCB.

- A cumulative Grade Point Average (GPA) of at least 2.75 in all undergraduate course work
- Completion of all Pre-Professional courses with a minimum GPA of 3.0 and a "C" or better in each course
- Grades of "C" or better in English (BENG) 101 and 102, Speech Communications and Math 221 and 222
- Passing scores on all three sections of Praxis I Test. Official scores must be submitted to and received by the Department of Education
- Criminal Background Check and Full Disclosure Statement from the State Law Enforcement Division (SLED)
- Professional Program Interview and Disposition Statement
- Approval by the USCB Professional Education Committee
- Practica courses are limited: two (2) per semester
- Professional Program Applications should be completed and submitted by the following dates:

Fall - February 1, Spring – October 1

LEVEL III
Clinical Internship:

The Clinical Internship is the capstone experience in the candidate's preparation for a career in education. Interns are placed in school districts that have cooperative agreements with USCB. Candidates applying for admission to internship must meet the following criteria:
- The candidate must be fully admitted to the Professional Program
- All professional education courses and subject area State and National requirements should be completed before registering for Clinical Internship and Senior Seminar. Completion of Level I and II required
- The candidate must have at least a 2.75 overall GPA in all applicable courses, at least a 3.0 GPA in professional education courses and a grade of "C" or better in all pre-professional and professional education courses

- Passing score on the PRAXIS II (0021): Educating Young Children
- Completion of all key assessments with a rating of Meets or Exceeds Expectations
- Completion of Internship Application and acceptance into Internship, including successfully completing interview requirement
- Must have an all clear FBI criminal background check as conducted by the State Law Enforcement Division (SLED) through the State Department of Education (SDE).
- Candidates whose applications have been rejected may appeal the decision by requesting a personal interview with the Professional Program Committee. Candidates may consult their advisors or the Chairperson of the Professional Program Committee concerning the procedures for appealing the decision of the Committee.
- Applications for the Clinical Internship are available from the Department of Education website: http://education.uscb.edu.
- Internship Applications should be completed and submitted by the following dates:

Fall - January 15 and Spring - April 15

LEVEL IV
Program Completer:
Final Teacher Certification and graduation requirements as mandated by the South Carolina Department of Education for verification of college preparation and recommendation by the University of South Carolina Beaufort, Department of Education's Early Childhood Education Program are as follows:

- The candidate must have at least a 2.75 overall GPA in all applicable courses
- Passing score on Clinical Internship Portfolio (LiveText)
- Recommendation from University Supervisor and Cooperating Teacher for Certification
- Passing score on ADEPT evaluations
- Completion of and passing score on Principals of Teaching and Learning exam (PLT)
- Complete Candidate Exit Survey
- Complete all University of South Carolina Beaufort Graduation requirements

LEVEL V
Professional Educator:
During this final phase, program completers who have obtained employment as a Professional Educator in the state of South Carolina will be participating in the state's Assisting, Developing, and Evaluating Professional Teaching (ADEPT) and SAFE-T (Summative ADEPT Formal Evaluation of Classroom-Based Teachers) programs for evaluating pedagogical skill. The results of these evaluations are submitted to the SC State Department of Education, and institutions of higher education are given access to the results in order to use this data for program improvement. Other key assessment data collected during this time include: alumni surveys and employer (principal) surveys.

Curriculum

LEVEL I
General Education Requirements and Electives... 53[*]

English
BENG 101, 101L and 102 (each with a grade of "C" or higher)[1] 6-7
English Literature, 200 level or higher 3

Numerical and Analytical Reasoning
BMTH 111/111L or placement test...0-4
BMTH 221 and 222 (each with a grade of "C" or higher)[2] 6

Speech
BSPC 140 or 201 (with a grade of "C" or higher)..3
Liberal Arts
BPSY 101 or BSOC 101 3
BARH 105, BARH 106, BMUS 110 or BTHE 200..3
BPOL 201 3

History

BHIS 101 or 102 Western Civilization 3
                BHIS 111 or 112 American History...3

   Natural Sciences
                One course and laboratory in the Biological Sciences (BBIO) 4
                One course and laboratory in the Physical Sciences[3] 4

   Foreign Languages..6[*]
                Students shall demonstrate in one foreign language the ability to comprehend the topic and main
                ideas in written and, with the exception of Latin and Ancient Greek, spoken texts on familiar
                subjects. For foreign languages taught at USCB, this requirement may be satisfied and credit
                earned by proficiency. For all other foreign languages, the requirement is waived but no credit is
                earned by demonstrating an equivalent proficiency.

   Non-Western Studies[6] 0-3
                A distribution requirement that may be satisfied by one of the above mentioned courses
                or by additional coursework.

   Electives Courses... 0-3

   Pre-Professional Courses (with completion of at least 30 hours required general education courses) 24
     BEDC 210, 243 6
     BEFN 321...3
     BEDP 335...3
     BEDP 333...3
     BEDX 300...3
     BHPB 231...3
     BEDR 418...3

LEVEL II
   Professional Program Courses
     BEDE 340, 345, 342 9
     BEDE 435, 435P, 436, 436P, 444, 444P 12
     BEDR 420[4], 420P[4], 421[5] 7

LEVEL III
   Clinical Internship
     BEDE 469, 476...15

LEVEL IV
   Complete Teacher Certification and Graduation Requirements
       Total hours required 120

[1]Students may place out of BENG 101L with an appropriate score on the Freshman English Placement Exam.
[2]Pre-requisite is BMTH 111/111L or placement test
[3]Physical Sciences: BAST, BPHY, BCHM, or BMAR 111, 112, or 210. BMAR is recommended for Education majors.
[4]BEDR 418 is a pre-requisite.
[5]BEDR 420 and BEDR 420P are a pre-requisite
[6] The following courses have been approved for this requirement: BANT 102, BANT 301, BANT 312, BANT 317, BANT 351, BANT 352, BANT 452, BARH 349, BENG 291, BGEO 121, BGST 301, GST 398, BHIS 109, BHIS 115, BHIS 116, BRLG 203, BSOC 315 and BSPA 380B. Non-equivalent transfer credits may be evaluated for approval on a case by case basis by the Program Director for General Education.
[*]Waiver of Foreign Language Requirement for Bilingual Speakers: Students whose native language is other than English and who have scored either 550 on the paper-based, 213 on the computer-based, or 77 on the internet based Test of English as a Foreign Language (TOEFL), are exempt, without credit, from USCB's language requirement. English-speaking students who document or certify native or near-native proficiency in a language other than English are also exempt, without credit, from this requirement.

ENGLISH (Bachelor of Arts)

Department of English and Theatre
Dr. Carl Eby, Department Chair

Professor
Carl P. Eby, Ph.D., University of California Davis

Associate Professors
John Blair, Jr., Ph.D., University of Georgia
Ellen Malphrus, Ph.D., University of South Carolina

Assistant Professors
Robert Kilgore, Ph.D., University of South Carolina
Lauren Hoffer, Ph.D., Vanderbilt University

Instructor
Marshall Kremers, Ph.D., Rensselaer Polytechnic Institute

Adjuncts
Charlotte Beck, Ph.D., University of Tennessee Knoxville
John R.C. Bowen, M.A., University of South Carolina
Deanna Bredwell, M.A., Georgia State University
James A. Duffy, M.A., University of Missouri, St. Louis
Lauren Lang, M.A., San Diego State University
Quitman Marshall, M.A., American University
George Martin, M.A., College of Charleston
Mike McDonell, M.A., Johns Hopkins University
Dustin Michael, M.A., Southeast Missouri State
Alex Moody, M.A., Vanderbilt University
Charles Pall, M.A., Concordia University
Zachary Powers, M.A., National University
Patricia Hays Read, Ph.D., University of Alabama
Warren Slesinger, M.F.A., State University of Iowa
Anita Tarr, Ph.D., Illinois State University

Purpose Statement
The English Program at USCB is dedicated to cultivating in its students a broad cultural awareness and the ability to read carefully, think critically and write effectively. The program encourages students to develop both a sweeping historical perspective on the development of literature in English and a deeper understanding of particular periods, genres and authors. By helping students to investigate, nurture and integrate their historical, philosophical, psychological, political, ideological, ethical, emotional, spiritual and aesthetic responses to the world, the study of literature helps students to become complete and well-rounded individuals. This is why literary study has been central to Western education for well over two thousand years.

Program Goals
Through the study of language and literature and through the instruction and practice in writing required for all of its courses, the English program seeks to accomplish the following objectives:

- Produce graduates who read, think and write carefully, critically and creatively.
- Produce graduates who know when, why and how to conduct research.
- Produce graduates who understand and appreciate the historical and formal development of the English language and of English and American literature.
- Produce graduates who are culturally literate, well-rounded and well prepared to contribute to their future work environments and society and to grow personally and professionally throughout their careers.
- Provide a solid foundation for students who wish to pursue graduate studies in English or another field.

- Establish a learning environment in the English discipline that contributes to cooperation and collaboration with the local community in the region and the state.

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

- Be effective critical thinkers, analyzers and close readers of literature. Students should be sensitive to genre, historical period, tone, style, nuance and detail.
- Be strong writers, able to formulate a thesis, organize a complex idea, support it with appropriate evidence and render it in coherent, grammatical and properly punctuated written English.
- Have a broad historical understanding of the development of English and American literature.
- Understand the intellectual and aesthetic trends characteristic of major historical periods and major literary and artistic movements.
- Understand the fundamentals of linguistics and understand the historical development of the English language.
- Have a sense of Western intellectual/philosophical history appropriate to their area of interest.
- Have a broad background in European or American history appropriate to their interests.
- Know how to conduct literary.
- Understand the basic theoretical lenses often brought to bear upon literature.

Curriculum

The Bachelor of Arts with a major in English is designated to be flexible enough to provide the student with a strong background for graduate studies in English or education or preparation for such professions as business, law, medicine, journalism, library science, the ministry, advertising, communications and technical writing.

The English faculty recommends that students planning to attend graduate school take the second year of foreign language. It is also advisable that the student take, as electives, as many upper-level English courses as possible.

Students seeking the bachelor's degree in English must earn a grade of "C" or better in all required English courses at the 200 level and above in order for those courses to count toward their major program. English majors are limited to no more than 6 hours of BENG 399 credit.

A grade of "C" or better in English 102, or its equivalent, is a prerequisite for all English courses at the 200 level or higher.

An exit survey is required of all graduating seniors.

I. General Education Requirements .... **43-47**[*]

English
BENG 101, 101L and 102 (each with a grade of "C" or higher)[1] 6-7

Numerical and Analytical Reasoning 6
BMTH 101 or a higher level mathematics course, plus an additional course in mathematics, logic, statistics, or computer science.

Speech
BSPC 140, 201, or 230 3

Liberal Arts
Liberal Arts Electives[2] 6
BHIS 101, 102, 111, 112 115, or 116 3
Fine Arts[3] 3
Social/Behavioral Sciences[4] 3

Natural Sciences[5]
Two courses, at least one with associated laboratory 7

Foreign Languages ....6[*]

Students shall demonstrate in one foreign language the ability to comprehend the topic and main ideas in written and, with the exception of Latin and Ancient Greek, spoken texts on familiar subjects. For foreign languages taught at USCB, this requirement may be satisfied and credit earned by proficiency. For all other foreign languages, the requirement is waived but no credit is earned by demonstrating an equivalent proficiency.

Non-Western Studies[6] 0-3

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

II. Program Requirements 27-30

Foreign Language 0-3

Students shall demonstrate proficiency in one foreign language by achieving a score of four or better on a USCB foreign language proficiency test or achieving a passing grade in a 122 course.

History (an additional selection from BHIS 101, 102, 111, 112, 115 or 116) 3

Philosophical Reasoning (a course from BPHI excluding 110 & 111) 3

Humanities

Course from African American Studies, English, fine arts, foreign languages and literatures, history, philosophy (except 110 & 111) or religious studies 3

Social/Behavioral Sciences

Courses selected from anthropology, economics, geography, political science, psychology, or sociology..6

Major Prerequisites[7]

BENG 287: American Literature 3
BENG 288: British Literature I..3
BENG 289: British Literature II...3
BENG 290: Great Books of the West 3

III. Major Requirements.. **27-30**

General Major

Two courses in pre-1800 literature at the 300 level or higher[8] 6
Three courses in post-1800 literature at the 300 level or higher[9] 9
BENG 453: Development of the English Language. 3
Three additional courses at the 300 level or higher 9

Writing Concentration[10]

Students may elect to pursue a Writing Concentration in English by taking all three of the "three additional classes at the 300 level or higher" in the General Major from BENG 460, 462, 463, 464 and 465(9) and by taking BENG 498: Senior Seminar: Writing or BENG 499: Senior Thesis (3)

IV. Electives 13-23

Total hours required 120

[1]Students may place out of BENG 101L with an appropriate score on the Freshman English Placement Exam.
[2]Courses from the following disciplines: BFRO, BANT, BARH, BATS, BECO, BENG, BFRE, BGEO, BGER, BHIS, BJOU, BLIN, BMUS, BPHI, BPOL, BPSY, BRLG, BSOC, BSPA, BSPC, BTHE. English majors may use 3 hours of their major prerequisites toward this requirement.
[3]Courses from: BARH, BATS, BMUS, or BTHE.
[4]Courses from: BANT, BECO, BGEO, BGST, BLIN, BPOL, BPSY, BSOC and BSST.
[5]Courses from: BAST, BBIO, BCHM, BGEL, BMAR, BSME and BPHY.
[6]The following courses have been approved for this requirement: BANT 102, BANT 301, BANT 312, BANT 317, BANT 351, BANT 352, BANT 452, BARH 349, BENG 291, BGEO 121, BGST 301, BGST 398, BHIS 109, BHIS 115, BHIS 116, BRLG 203, BSOC 315 and BSPA 380B. Non-equivalent transfer credits may be evaluated for approval on a case by case basis by the Department Chair for General Education.
[7]At least one course from 287, 288, 289, or 290 should be completed before the student takes any courses at the 300 or 400 level. Students are encouraged to complete all four of the foundational 200-level English prerequisites as early in the major as possible.
[8]BENG 380, 381, 382, 395, 401, 405, 406, 407, 408, or 409. Also BENG 419, 429, or 439 when the topic is appropriate.
[9]BENG 384, 385, 386, 397, 411, 412, 413, 421, 422, 423, 424, 425A, 425B, 426, 427, 428, or 437. Also BENG 419, 429, or 439 when the topic is appropriate.
[10]With consent of the instructor, students can take BENG 464 and BENG 465 twice each for credit.
[*]Waiver of Foreign Language Requirement for Bilingual Speakers: Students whose native language is other than English and who have scored either 550 on the paper-based, 213 on the computer-based, or 77 on the internet based Test of English as a Foreign Language (TOEFL), are exempt, without credit, from USCB's language requirement. English-speaking students who document or certify native or near-native proficiency in a language other than English are also exempt, without credit, from this requirement.

HISTORY (Bachelor of Arts)

Department of Humanities and Fine Arts
Dr. Juanita Villena-Alvarez, Department Chair
Dr. Robert Landrum, Degree Program Coordinator

Associate Professors
Robert Landrum, Ph.D., University of Wisconsin-Madison
Timothy James, Ph.D., University of Chicago

Adjuncts
Susan A. Buelow, M.A., Providence College
Steven Freenor, M.A., University of Cincinnati
Mary Trask, M.A., New York University
Robert Welborn, Ph.D., University of South Carolina
Steve Wise, Ph.D., University of South Carolina

Purpose Statement
The History Program at USCB is dedicated to cultivating in its students a broad cultural and historical awareness and the ability to read carefully, think critically and write effectively. The program encourages students to develop a broad perspective on the past alongside a deeper understanding of at least one particular period and set of issues. By helping students to investigate, nurture and integrate their historical, philosophical, political, ideological, ethical and emotional responses to the world, the study of history helps students to become complete and well-rounded individuals. This is why the study of history has been central to Western education for well over two thousand years.

Program Goals
The History program seeks to accomplish the following objectives
- Produce graduates who read, think and write carefully, critically and creatively.
- Produce graduates who know when, why and how to conduct historical research.
- Produce graduates who are well-rounded and well prepared to contribute to their future work environments and society and to grow personally and professionally throughout their careers.
- Provide a solid foundation for students who wish to pursue graduate studies in History.
- Establish a learning environment in History that contributes to cooperation and collaboration with the regional community.

USCB seeks to ensure that all students who complete the Bachelor of Arts in History are able to …
- Be effective critical thinkers, analyzers and close readers of historical literature. Students should be sensitive to argument and historical period.
- Be strong writers, able to formulate a thesis, organize a complex idea, support it with appropriate evidence and render it in coherent, grammatical and properly punctuated written English.
- Have a broad historical understanding of the development of several societies.
- Understand the political, social, intellectual and aesthetic trends characteristic of major historical periods and major literary and artistic movements.
- Know how to conduct historical research using primary sources.

Curriculum
The Bachelor of Arts with a major in History is designed to be flexible enough to provide the student with a background adequate for graduate studies in History, for a future in education or in preparation for such professions as business, law, medicine, the ministry, advertising, communications and technical writing. A student seeking the bachelor's degree in History must earn a grade of "C" or better in all required courses at the 300 level and above in order for those courses to count toward their major program.
An exit survey is required of all graduating seniors.

I. General Education Requirements .... **38-49**[*]

English
BENG 101, 101L and 102 (each with a grade of "C" or higher)[1] 6-7

Numerical and Analytical Reasoning 6-7
BMTH 101 or a higher level mathematics course, plus an additional course in mathematics, logic, statistics, or computer science.

Speech
BSPC 140, 201, 210 or 230 3

Liberal Arts
Liberal Arts Electives[2] 6
BHIS 101, 102, 111, 112, 115, or 116 3
Fine Arts[3] 3

Natural Sciences[5]
Two courses, at least one with associated laboratory 7-8

Foreign Languages .... 6[*]
Students shall demonstrate in one foreign language the ability to comprehend the topic and main ideas in written and, with the exception of Latin and Ancient Greek, spoken texts on familiar subjects. For foreign languages taught at USCB, this requirement may be satisfied and credit earned by proficiency. For all other foreign languages, the requirement is waived but no credit is earned by demonstrating an equivalent proficiency.

Non-Western Studies[4] 0-3
A distribution requirement that may be satisfied by one of the above mentioned courses or by additional coursework.

II. Program Requirements **18-21**

Foreign Language 0-3
Students shall demonstrate proficiency in one foreign language by achieving a score of four or better on a USCB foreign language proficiency test or achieving a passing grade in a 122 course.

History (an additional selection from History 101, 102, 111, 112, 115 or 116) 3

Humanities
Courses selected from African American Studies, fine arts, foreign languages and literatures, history, philosophy (except 110, 111) or religious studies 6

Philosophical Reasoning (a course in Logic, either PHIL 110, 111) 3
Philosophy 110 or 111 may be used to satisfy the second General Education quantitative reasoning requirement.

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

III. Major Requirements **33**
Historian's Craft (BHIS 300) 3
Two courses in European History, pre- and post- 1660 6
Two courses in American History, pre- and post- 1860 6
Non-western History 3
Five additional courses numbered 300 or above 15

IV. Electives 17-31

Total hours required **120**

[1]Students may place out of BENG 101L with an appropriate score on the Freshman English Placement Exam.
[2]Courses from the following disciplines: BFRO, BANT, BARH, BATS, BECO, BENG, BFRE, BGEO, BGER, BHIS, BJOU, BLIN, BMUS, BPHI, BPOL, BPSY, BRLG, BSOC, BSPA, BSPC, BTHE.
[3]Courses from: BARH, BATS, BMUS, or BTHE.
[4]The following courses have been approved for this requirement: BANT 102, BANT 301, BANT 312, BANT 317, BANT 351, BANT 352, BANT 452, BARH 349, BENG 291, BGEO 121, BGST 301, BGST 398, BHIS 109, BHIS 115, BHIS 116, BRLG 203, BSOC 315 and BSPA 380B. Non-equivalent transfer credits may be evaluated for approval on a case by case basis by the Program Director for General Education.
[5]Courses from: BAST, BBIO, BCHM, BGEL, BMAR, BSME and BPHY.
[6] Courses from: BANT, BECO, BGEO, BPOL, BPSY, BSOC.

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

HOSPITALITY MANAGEMENT (Bachelor of Science)

Department of Hospitality Management
Dr. Charles L. Calvert, Department Chair

Professors
Charles L. Calvert, Ed.D., North Carolina State University
John Salazar, Ph.D., Auburn University

Assistant Professor
Sean Barth, Ph.D., Texas Tech University

Adjuncts
John Chiacchiero M.B.A., Miami University
Laurie Hammonds M.S.H.R.T.M., University of South Carolina
Keri Olivetti J.D., M.B.A., University of Tulsa
Sophia Townes, M.A., Middlebury College

Purpose Statement
The purpose of the Hospitality Management program is to provide and continually improve a curriculum responsive to the dynamics of the regional hospitality industry. This will be achieved through teaching, applied research and service.
The department will
- Provide a high quality educational experience for students through excellence in teaching.
- Conduct applied research to advance knowledge in the discipline.
- Provide outreach and service to the state and local hospitality and tourism industries.

Graduates will be prepared to serve in leadership and management positions in a wide range of capacities including settings in lodging, food service, time-share operations, golf courses, resort operations, retail conference and convention arenas, private clubs and continuing care/retirement facilities, among others.

Program Goals
Program objectives include the following:
- Provide students with knowledge of hospitality management principles and practices applicable to current and future marketplaces that contribute to individual and industry success.
- Prepare students to contribute to their organizations and the larger society and to grow personally and professionally throughout their careers.
- Foster students in analytical and decision-making skills; communication skills; a global perspective; a sense of social responsibility and business ethics; and characteristics of leadership.
- Meet demands of regional students who wish to pursue a baccalaureate degree in hospitality management.
- Attract diverse, career-oriented students by making available a curriculum that corresponds to regional hospitality industry needs.
- Contribute to economic development in the region and the state by delivering educational opportunities that establish and/or improve the workforce for existing, expanding, relocating and new hospitality oriented businesses.
- Establish a learning environment in hospitality management disciplines that contributes to cooperation and collaboration with the hospitality industry community in the region and state.

USCB seeks to ensure that all students who complete the Bachelor of Science in Hospitality Management are able to …
- Demonstrate a knowledge of the theories, concepts and applications relating to management of hospitality operations.
- Demonstrate effective oral communication skills and research skills.
- Demonstrate an understanding of the unique problems and issues associated with management of Lodging, Food Service, Resort and Private Club Operations.
- Demonstrate an understanding of the economic and social relationship between the tourism and hospitality industries.

- Demonstrate competencies required of a professional in the hospitality industry.
- Promote understanding and tolerance in a diverse work environment.

Admission Standards for the Hospitality Management Program

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

Curriculum

The curriculum focuses on preparing students for managerial positions in the hospitality industry. Careers include management and entrepreneurial positions in time-share organizations, private clubs, lodging and food service operations and the private and public tourism sectors.

I. General Education Requirements .... 38-49[#]

English
BENG 101, 101L and 102 (each with a grade of "C" or higher)[1] 6-7

Numerical and Analytical Reasoning 6-7
BMTH 101 or a higher level mathematics course, plus an additional course in mathematics, logic, statistics, or computer science.

Speech
BSPC 140, 201, 210 or 230 3

Liberal Arts
Liberal Arts Electives[2] (One course must be BECO 221 or BECO 222) 6
BHIS 101, 102, 111, 112, 115, or 116 3
Fine Arts[3] 3
Social/Behavioral Sciences[4] 3

Natural Sciences[5]
Two courses, at least one with associated laboratory 7-8

Foreign Languages ....6[#]
Students shall demonstrate in one foreign language the ability to comprehend the topic and main ideas in written and, with the exception of Latin and Ancient Greek, spoken texts on familiar subjects. For foreign languages taught at USCB, this requirement may be satisfied and credit earned by proficiency. For all other foreign languages, the requirement is waived but no credit is earned by demonstrating an equivalent proficiency.

Non-Western Studies[6] 0-3
A distribution requirement that may be satisfied by one of the above mentioned courses or by additional coursework.

II. Program Requirements **18**
BACC 225 (Fundamentals of Accounting I) and BACC 226
(Fundamentals of Accounting II) both must be taken before BHRM 421 6
BHRM 230 (Hospitality Management) prerequisite for BHRM 490 3
BHRM 235 (Destination Marketing) prerequisite for BHRM 450 3
BCSE 101 (Introduction to Computer Concepts) 3
BHRM 245 (Professional Development in Hospitality Management)...........................3

III. Professional Concentration Courses **36**
BHRM 110 Introduction to Hospitality...3
BHRM 260*** Hotel Management 3
BHRM 270 Quantity Food Production 4
BHRM 311 Principles of Food Service Sanitation. 1
BHRM 312 Management by Menu 1
BHRM 280** Tourism.. 3
BHRM 285** Club Management 3
BHRM 357*** Hotel, Restaurant and Travel Law..3
BHRM 370** Restaurant Food Production Management
or BHRM 372** Catering Management 3
BHRM 421** Hospitality Financial Management 3

BHRM 450*** Hospitality Marketing Sales 3
BHRM 490** Hospitality Management Strategies 3
BHRM 495* Hospitality Management Internship...3

*The internship course is only offered in the summer and is taken after all course work is completed.
** Fall Only   *** Spring Only

IV. Professional Elective Courses..12

BHRM 201 Introduction to Sport and Event Management
BHRM 228 Purchasing and Controls
BHRM 240 Event Promotion
BHRM 265-Principles of Hospitality Retail Management
BHRM 272 Principles of Food Cost Controls
BHRM 290 Practicum
BHRM 295 History and Influence of French Gastronomy
BHRM 313 Internal Training and Development
BHRM 328 Hospitality Accounting
BHRM 335 Hospitality Delivery Systems
BHRM 340 Nutrition
BHRM 345 Festival and Community Event Planning
BHRM 350 Wedding and Special Event Management
BHRM 352 Software Applications for the Hospitality Industry
BHRM 355 Physical Plant Design
BHRM 364 Conference and Meeting Planning
BHRM 376 Contract Foodservice Management
BHRM 390 Careers in Hospitality/Tourism (1 credit)
BHRM 399 Independent Study (1-6 credits)
BHRM 410 BHRM Current Issues:
> BHRM 410 A: Resort and Condominium Management
> BHRM 410 B: Destination Management

BHRM 440 Services Management for Hospitality and Tourism
BHRM 445 Food and Sanitation Microbiology
BHRM 447 Food Science
BHRM 473 Club Cuisine and Service
BHRM 475 Wines, Spirits, Beers and Non-Alcoholic beverages in Food Service Establishments
BHRM 485 Advanced Club Management
BHRM 491 Club Management Internship
BHRM 498 Special Topics in Hospitality

V. Electivies...8–16

Total hours required 120

BHRM 311 and BHRM 312 are co-requisites with BHRM 270.
Professional concentration courses are required and only offered every other semester. Please check with program faculty to determine schedule before registering.

YOU MUST HAVE A 2.O TO GRADUATE. BHRM REQUIRED COURSES MUST BE 'C' OR BETTER

[1]Students may place out of BENG 101L with an appropriate score on the Freshman English Placement Exam.
[2]Courses from the following disciplines: BFRO, BANT, BARH, BATS, BECO, BENG, BFRE, BGEO, BGER, BHIS, BJOU, BMUS, BPHI, BPOL, BPSY, BRLG, BSOC, BSPA, BSPC, BTHE. One course must be BECO 221 or 222.
[3]Courses from: BARH, BATS, BMUS, or BTHE
[4]Courses from: BANT, BPSY, BSOC.
[5]Courses from: BAST, BBIO, BCHM, BGEL, BMAR, BSME and BPHY.
[6] The following courses have been approved for this requirement: BANT 102, BANT 301, BANT 312, BANT 317, BANT 351, BANT 352, BANT 452, BARH 349, BENG 291, BGEO 121, BGST 301, BGST 398, BHIS 109, BHIS 115, BHIS 116, BRLG 203, BSOC 315 and BSPA 380B. Non-equivalent transfer credits may be evaluated for approval on a case by case basis by the Program Director for General Education.
[#]Waiver of Foreign Language Requirement for Bilingual Speakers: Students whose native language is other than English and who have scored either 550 on the paper-based, 213 on the computer-based, or 77 on the internet based Test of English as a Foreign Language (TOEFL), are exempt, without credit, from USCB's language requirement. English-speaking students who document or certify native or near-native proficiency in a language other than English are also exempt, without credit, from this requirement.

HUMAN SERVICES (Bachelor of Science)

Department of Social Sciences
Dr. Charles Spirrison, Department Chair
Dr. Robert Ackerman, Degree Program Coordinator

Professors
Robert Ackerman, Ph.D., Western Michigan University
Charles Spirrison, Ph.D., University of Southern Mississippi

Assistant Professors
Jennifer Beaudry, Ph.D., Queen's University, Ontario, Canada
Brandon Cosley, Ph.D., University of Maine

Adjuncts
Dawn Freeman, M.S.W., Boston College
Wesla Fletcher, Ph.D., University of Tulsa
James Glasson, M.A., University of Rhode Island
Debra Henderson, M.S., Georgia Southern University
Jan Holt, Ed.D., University of Houston
Melodie Hunnicutt, M.Ed., University of South Carolina
Randy Lamkin, Ph.D., University of Connecticut
Reid Montgomery, Jr., Ph.D., University of South Carolina
Rich Reed, M.S., Vanderbilt University
James Reid, Ph.D., Oklahoma State University
Philip Robinson, M.A., Montclair State College
Cheryl Shookman, Ph.D., Tulane University
Millette Tucker, M.Ed., Cleveland State University
Linda Wilson, Ph.D., Boston College

Purpose Statement
University of South Carolina Beaufort's baccalaureate in Human Services program prepares students for employment or advanced study in the art and science of care. As a growing field of study emerging in response to an increasingly sophisticated global economy, this liberal arts interdisciplinary degree produces students with attitudes, values, knowledge and skills to make a positive difference. The program draws heavily from the disciplines of sociology and psychology and is guided by the principles of the National Council on Standards for Human Services Education. It also provides a series of internships so that students gain the ability to apply the knowledge and skills learned through their coursework.

Program Objectives
- Prepare human services professionals to serve individuals, families, groups, communities and/or other supported human services organization functions.
- Have an explicit philosophical statement based on three key elements: first, the asset approach to professional caring; second, an interdisciplinary knowledge base that includes theories, concepts and research from sociology and psychology as well as human services; and third, a strong experiential learning component.
- Have periodic mechanisms for assessment of and response to changing policies, needs and trends of the profession and community.
- Conduct consistent formal evaluative processes to determine its effectiveness in meeting the needs of the students, community and the human services field and to modify the program as necessary.
- Have written standards and procedures for admitting, retaining and dismissing students.
- Have the combined competencies and disciplines of the faculty include both a strong and diverse knowledge base and clinical/practical experience in the delivery of human services.
- Adequately manage the essential program roles and provide professional development opportunities for faculty and staff.
- Conduct bi-annual faculty and staff evaluations which reflect their essential roles.
- Have adequate faculty, staff and program resources to provide a complete program.

- Make efforts to increase the transferability of credits from and to other academic programs.
- Provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles and limitations.
- Provide field experience that is integrated with the curriculum.
- Award academic credit for the field experience.
- Insure that field placements provide quality supervised learning experiences.

USCB seeks to ensure that all students who complete the Bachelor of Science in Human Services are able to …

- Demonstrate knowledge of the historical development of human services.
- Demonstrate knowledge that includes knowledge and theory of human systems, including individual, interpersonal, group, family, organizational, community and societal and their interactions.
- Demonstrate knowledge of the conditions that promote or limit human functioning.
- Demonstrate knowledge and skill in the systematic analysis of service needs; selection of appropriate strategies, services, or interventions; and evaluation of outcomes.
- Demonstrate knowledge and skills in information management.
- Demonstrate knowledge and skills in human services interventions that are appropriate to their level of education.
- Demonstrate interpersonal skills.
- Demonstrate knowledge and skills in the administrative aspects of the services delivery system.
- Demonstrate knowledge about and skills in applying human services values and attitudes and promote understanding of human services ethics and their application in practice.
- Demonstrate an awareness of their own values, personalities, reaction patterns, interpersonal styles and limitations.
- Engage in at least three internships at approved sites and have a minimum of 350 hours of supervised field experience and be awarded academic credit for these experiences that are integrated into the curriculum.

Curriculum

To be awarded a bachelor's degree, students must complete the basic degree requirements listed below and specific major requirements. Students seeking a bachelor's degree in the Human Services must have a grade of "C" or better in each program and major course in order for that course to count toward the degree. Program and major courses in which less than a "C" is earned may be repeated twice for a maximum of three attempts. Developmental courses will not count toward the 120 hour requirement for a bachelor's degree. Each student is responsible for ensuring completion of all degree requirements and compilation of records of course work. Human Services majors must complete 12 credit hours both in psychology and sociology courses at 300 level and above, must complete another 3 credit hours in another psychology or sociology course at the 300 level and above and must satisfactorily complete the Human Services courses that include three internships.

I. General Education Requirements .... **38-49**[*]

English
BENG 101, 101L and 102 (each with a grade of C or higher) [1] 6-7

Numerical and Analytical Reasoning 6-7
BMTH 101 or a higher level mathematics course, plus an additional course in mathematics, logic, statistics, or computer science.

Speech
BSPC 140, 201, 210 or 230 3

Liberal Arts
Liberal Arts Electives[2] 6
BHIS 101, 102, 111, 112, 115, or 116 3
Fine Arts[3] 3
Social/Behavioral sciences[4] 3

Natural Sciences[5]
> Two courses, at least one with associated laboratory 7-8

Foreign Languages ....6[*]
> Students shall demonstrate in one foreign language the ability to comprehend the topic and main ideas in written and, with the exception of Latin and Ancient Greek, spoken texts on familiar subjects. For foreign languages taught at USCB, this requirement may be satisfied and credit earned by proficiency. For all other foreign languages, the requirement is waived but no credit is earned by demonstrating an equivalent proficiency.

Non-Western Studies[6]...0-3
> A distribution requirement that may be satisfied by one of the above mentioned courses or by additional coursework.

II. Program Requirements.. 12-13
> BPSY 101 and BSOC 101 6
> One statistics course from BSOC 220, BSTA 110 or BSTA 201 3
> One research methods course from either BPSY 200, BSOC 497, or BBAD 396............... 3-4

III. Major Requirements...51
> Four psychology courses at 300 level or above 12
> Four sociology courses at 300 level or above 12
> One additional psychology or sociology course at the 300 level or above 3
> BHSV 180: Personal and Professional Development 3
> BHSV 190: Human Services: An Introduction 3
> BHSV 280: Human Service Interventions 3
> BHSV 290: Human Service Internship I...3
> BHSV 298: Human Service Internship II..3
> BHSV 302: Human Service Evaluation 3
> BHSV 400: Leadership and Professional Ethics in Human Services.....................................3
> BHSV 490: Internship III and Capstone Seminar 3

V. Electives...7-19

> **Total hours required** **120**

[1]Students may place out of BENG 101L with an appropriate score on the Freshman English Placement Exam.
[2]Courses from the following disciplines: BFRO, BANT, BARH, BATS, BECO, BENG, BFRE, BGEO, BGER, BHIS, BJOU, BLIN, BMUS, BPHI, BPOL, BPSY, BRLG, BSOC, BSPA, BSPC, BTHE. Human Services transfer students may have taken a Human Services course that may fulfill 3 hours of this requirement.
[3]Courses from: BARH, BATS, BMUS, or BTHE.
[4]Courses from: BANT, BECO, BGEO, BLIN, BPOL, BPSY, BSOC. Human Services major prerequisites may be used to satisfy this requirement.
[5]Courses from: BAST, BBIO, BCHM, BGEL, BMAR, BSME and BPHY.
[6] The following courses have been approved for this requirement: BANT 102, BANT 301, BANT 312, BANT 317, BANT 351, BANT 352, BANT 452, BARH 349, BENG 291, BGEO 121, BGST 301, BGST 398, BHIS 109, BHIS 115, BHIS 116, BRLG 203, BSOC 315 and BSPA 380B. Non-equivalent transfer credits may be evaluated for approval on a case by case basis by the Program Director for General Education.
*Waiver of Foreign Language Requirement for Bilingual Speakers: Students whose native language is other than English and who have scored either 550 on the paper-based, 213 on the computer-based, or 77 on the internet based Test of English as a Foreign Language (TOEFL), are exempt, without credit, from USCB's language requirement. English-speaking students who document or certify native or near-native proficiency in a language other than English are also exempt, without credit, from this requirement.

LIBERAL STUDIES (Bachelor of Arts)

Department of Humanities and Fine Arts

Dr. Juanita Villena-Alvarez, Department Chair
Dr. Gordon Haist, Degree Program Coordinator

Professors
Pamela Cooper, Ph.D., Purdue University
Gordon Haist, Ph.D., Southern Illinois University
Juanita Villena-Alvarez, Ph.D., University of Cincinnati

Instructor
Deborah Bernsten, Ph.D., University of Oklahoma

Purpose Statement

The purpose of the Liberal Studies program is to provide a curriculum responsive to the individual's instructional choices and the institution's liberal arts capabilities. The B.A. with a major in Liberal Studies provides individualized study in a select range of upper level liberal arts courses and fosters students' ability to think critically and constructively in relation to their self-chosen academic goals. While this degree allows students to propose their own programs of upper-level study, it broadens their academic perspectives by emphasizing an interdisciplinary approach as a method of comprehension. Successful applications for the program should identify multi-dimensional fields of study as majors, for example, art history and philosophy, comparative studies, cultural studies, etc, in place of traditional majors. This degree is primarily valuable for non-traditional students and for students whose research interests lead them into genuinely interdisciplinary fields of study.

Program Goals

By sponsoring interdisciplinary studies programs in relation to individual goals, the Liberal Studies program works to realize the following objectives:

- Promote comparative as well as critical and creative reasoning skills in higher level studies.
- Provide students with programs to master the interdisciplinary expansions of modern disciplinary studies.
- Produce graduates capable of working effectively in environments requiring intellectual resourcefulness and individual initiative.
- Stimulate interest in area studies, problem-centered research and interdisciplinary communication.
- Promote a learning environment where inquiry is not arbitrarily limited by disciplinary boundaries.
- Promote comparative studies and individual research to prepare students who pursue graduate studies.

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

- Think independently and develop ideas reflectively from the resources of liberal arts studies;
- Create an intellectually satisfying and effective synthesis between their stated interests and their formal study;
- Be accurate and informed about the subject-matters of their major and minor coursework and capable interpreters of themes and issues associated with these areas of concentration;
- Conduct research in databases related to their major and minor studies;
- Communicate effectively, including writing thematically clear, well supported papers and developing connected thought patterns in discussion;
- Understand the historical context and global perspectives, including value as well as factual orderings, that gives coherence or consistency to the curriculum they have studied;
- Transform the interests that formed their individual curricula of study into life-long patterns of inquiry and social and vocational development; and
- Think critically on the basis of their own experiences and be able to convey to others the connection between human interests and knowledge.

Academic Standards for the Liberal Studies Program

Students can declare a major in liberal studies as early as the end of their freshman year, but they must first earn 45 credit hours of college level work in order to be admitted into the program. Admission involves enrollment in and successful passage of BLST 297, a one-hour course, in which students are taught the nature of interdisciplinary studies and complete a program for their major and minor studies as part of their application into the program. A minimum grade point average of 2.0 is required for admission as well as graduation and majors must earn a "C" or better in all courses included in the major and the minor fields of study. No more than half of the approved coursework for the major and the minor may be earned through transfer courses. Once the program of study is approved, changes may be made to it but must be approved by the advisor. Prerequisites for courses listed in the program of study may satisfy general education or elective requirements, but must in any case be met. All students must earn at least 30 USCB hours after they are admitted to the program. A minimum of 120 accredited hours of coursework satisfying general education and program requirements, electives and approved upper-division major and minor requirements must be presented to earn the Bachelor of Arts in Liberal Studies.

Curriculum

The Bachelor of Arts with a major in Liberal Studies is designed for students who want to pursue interdisciplinary studies. It combines an individualized program of major study in two or more disciplines with a minor in a single discipline.

I. General Education Requirements ....**43-49**[*]

English
BENG 101, 101L and 102 (each with a grade of "C" or higher)[1] 6-7

Numerical and Analytical Reasoning 6-7
BMTH 101 or a higher-level mathematics course, plus an additional course in mathematics, logic, statistics, or computer science.

Speech
BSPC 140, 201, 210 or 230 3

Liberal Arts
Liberal Arts Electives[2] 6
BHIS 101, 102, 111, 112, 115, or 116...3
Fine Arts[3] 3
Social/Behavioral Sciences[4]...3

Natural Sciences[5]
Two courses, at least one with associated laboratory.. 7-8

Foreign Languages ....6[*]
Students shall demonstrate in one foreign language the ability to comprehend the topic and main ideas in written and, with the exception of Latin and Ancient Greek, spoken texts on familiar subjects. For foreign languages taught at USCB, this requirement may be satisfied and credit earned by proficiency. For all other foreign languages, the requirement is waived but no credit is earned by demonstrating an equivalent proficiency.

Non-Western Studies[6] 0-3
A distribution requirement that may be satisfied by one of the above mentioned courses or by additional coursework.

II. Program Requirements...**3**
BLST 297 Interdisciplinary Research Methods (1). Prereq: 45 hours of coursework and completion or near-completion of General Studies requirements
BLST 497 Seminar in Liberal Studies Among the Disciplines (2). Prereq: Senior standing in Liberal Studies.

III. Major Requirements..**36**
A minimum of 36 hours of 300/400 level coursework in two or more disciplines, as proposed and approved in BLST 297 as the student's own interdisciplinary curriculum. Acceptance into the program requires 45 or more college credits and completion of all or most General Studies requirements. No course submitted in fulfillment of the general education requirements may be included in the program requirements, and all major courses must have a grade of "C" or better. BLST 397: Readings in Philosophy may be taken for major credit

and is recommended as a foundational study for interdisciplinary programs. In order to major in Liberal Studies, a student must expect to concentrate primarily in the humanities and social sciences.

IV. Field Requirements **18**

A minor consisting of 18 hours of 300/400 level coursework in a single discipline or in a minor approved by the department offering the minor.

V. Electives **14-20**

Total hours required **120**

[1]Students may place out of BENG 101L with an appropriate score on the Freshman English Placement Exam.
[2]Courses from the following disciplines: BFRO, BANT, BARH, BATS, BECO, BENG, BFRE, BGEO, BGER, BHIS, BJOU, BLIN, BMUS, BPHI, BPOL, BPSY, BRLG, BSOC, BSPA, BSPC, BTHE. Liberal Studies majors must select one course of English Literature, 200 level or higher, to fulfill 3 hours of this requirement.
[3]Courses from: BARH, BATS, BMUS, or BTHE. Liberal Studies majors are encouraged to take BARH 105, BARH 106, BMUS 110, or BTHE 200.
[4]Courses from: BANT, BECO, BGEO, BLIN, BPOL, BPSY, BSOC.
[5]Courses from: BAST, BBIO, BCHM, BGEL, BMAR, BSME and BPHY.
[6] The following courses have been approved for this requirement: BANT 102, BANT 301, BANT 312, BANT 317, BANT 351, BANT 352, BANT 452, BARH 349, BENG 291, BGEO 121, BGST 301, BGST 398, BHIS 109, BHIS 115, BHIS 116, BRLG 203, BSOC 315 and BSPA 380B. Non-equivalent transfer credits may be evaluated for approval on a case by case basis by the Program Director for General Education
*Waiver of Foreign Language Requirement for Bilingual Speakers: Students whose native language is other than English and who have scored either 550 on the paper-based, 213 on the computer-based, or 77 on the internet based Test of English as a Foreign Language (TOEFL), are exempt, without credit, from USCB's language requirement. English-speaking students who document or certify native or near-native proficiency in a language other than English are also exempt, without credit, from this requirement.

NURSING (Bachelor of Science)

RN to BSN Completion Program
Pre-licensure BSN
BSN as a Second Bachelor's Degree

Department of Nursing

Dr. Rose Kearney-Nunnery, Visiting Professor and Department Chair

Associate Professors
Carol Stephens, D.S.N., RN, University of Alabama Birmingham
Susan C. Williams, Ph.D., RN, University of South Carolina

Assistant Professor
Sue Ellen Johnson-Koenig, Ed.D., Widener University

Instructors
Bonnie Borgelt, M.S.N., RN, University of Toledo
Mary Ann Jarmulowicz, M.S.N., RN, BC-GNP, Georgetown University, Ph.D. (c), Walden University
Linda Littrell, M.S.N, RN, University of Phoenix
Joy Lauerer, M.S.N. APRN, BC, Wayne State University
Patti Miller, M.S.N., RN, Drexel University

Adjunct
Alan Warren, M.P.H., Ph.D., University of Georgia

Purpose Statement

The USCB nursing program responds to regional needs by preparing qualified graduates who hold the Bachelor of Science degree in Nursing. The USCB nursing program provides a student-centered learning environment whereby graduates have the clinical, emotional, and social foundations for leadership within the profession whether engaged in direct care of patients, management, education, or research.

BSN Program

Program Goals

The USCB Department of Nursing endorses the goals of Liberal Education for Baccalaureate Generalist Nursing Practice as delineated in *The Essentials of Baccalaureate Nursing Education* by the American Association of Colleges of Nursing (2008, p. 12).

Accordingly, the baccalaureate program prepares the graduate to:
- Integrate theories and concepts from liberal education into nursing practice.
- Synthesize theories and concepts from liberal education to build an understanding of the human experience.
- Use skills of inquiry, analysis, and information literacy to address practice issues.
- Use written, verbal, non-verbal, and emerging technology methods to communicate effectively.
- Apply knowledge of social and cultural factors to the care of diverse populations.
- Engage in ethical reasoning and actions to provide leadership in promoting advocacy, collaboration, and social justice as a socially responsible citizen.
- Integrate the knowledge and methods of a variety of disciplines to inform decision making.
- Demonstrate tolerance for the ambiguity and unpredictability of the world and its effect on the healthcare system.
- Value the ideal of lifelong learning to support excellence in nursing practice.

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

- Provide health promotion, disease prevention, and advocacy in the care of individual clients, families, groups of clients, and communities.
- Practice safe, comprehensive, and evidence-based nursing for clients across the life span and continuum of care within the structure of an interdisciplinary team.
- Demonstrate ethical principles, behaviors, and values, to include altruism, autonomy, human dignity, integrity, and social justice, in the professional practice of nursing.
- Perform comprehensive individual, family, group, and community health assessments.
- Incorporate knowledge of multiple health determinants including culture, socioeconomic status, access, environment, lifestyle, and biology in the practice of nursing.
- Provide leadership and nursing care using critical thinking, effective communication, emotional intelligence, problem-solving processes, and evidence-based practice.
- Demonstrate basic knowledge of healthcare policy, finance, regulatory agencies, and healthcare trends.
- Use current technologies and information systems in the delivery of quality healthcare to individual clients, families, groups of clients, and communities.
- Accept professional responsibility for continuing education and the advancement of the nursing profession in a local and global world.

Accreditation

The Department of Nursing is fully accredited by the Collegiate Commission on Nursing Education (CCNE), effective November 2008.

RN-BSN Track (Registered Nurses) Admission Requirements

Potential students are encouraged to meet with a nursing advisor prior to general admission to determine eligibility and to develop a recommended course of study.

Registered Nurse applicants must meet the following Department of Nursing entrance requirements:
- Accepted for general admission to USCB
- Associate of Science degree in nursing or diploma in nursing
- Minimum cumulative collegiate GPA of 2.0 or higher
- A 'C' grade or above on all science and Nursing courses with a maximum of one science *or* one Nursing course repeated once to earn a minimum grade of 'C'
- Current unencumbered RN licensure
- Completion of prerequisite courses including all sciences, English, sociology, psychology, and statistics. (Although it is recommended that the language requirements and other general education requirements be completed prior to the core nursing courses, the former may be completed at any time prior to graduation.)

Students who meet the above requirements and wish to apply to the RN to BSN track must submit the following:
- A completed USCB RN-BSN program application (application available online or from the Department of Nursing office)
- Two letters of reference describing the applicant's clinical performance and potential for academic success (letter templates are available online or through the Department of Nursing office)
- A current professional resume
- Evidence of current unencumbered RN licensure

Transfer Credit

- Registered Nurse transfer students must have a cumulative GPA of 2.0 or better. A Transfer Credit Summary will be prepared by the Office of Admissions after receipt of a student's official transcripts from all colleges previously attended.
- Students may transfer equivalent courses for the general education requirements. The courses must meet the University requirements for transfer credit.
- Students may transfer equivalent courses within the nursing major. Junior and senior level BSN courses must be approved through a petition to the Nursing Student Affairs

Committee and meet the University requirements for transfer credits. The last 32 hours of credit must be earned in residence at the University.

- The Department of Nursing abides by the statewide transfer and articulation plan developed for nursing programs within the state of South Carolina. This agreement allows for the award of 35 credits for acceptable lower division nursing course credits as advanced placement for the BSN program.

Advanced Placement

General education courses identified by the University can be used for advanced placement through CLEP examination. University departmental exams may be used for advanced placement if offered by the appropriate department and if the student meets the expected testing level identified by the department.

Progression and Retention

Students enrolled in the BSN Nursing major must abide by the following:

- A grade of 'C' is required in all courses.
- Any time a nursing student incurs a second failure (letter grade less than a 'C') in the same course in the major requirement, he or she will be dismissed from the BSN program. Any time a nursing student incurs two failures in different courses of the major requirement (BNUR courses), he or she will be dismissed from the BSN program.
- A grade of 'C' or better in any prerequisite to other courses is required before progression to the next course.
- A system cumulative GPA of 2.0 must be maintained for continued enrollment in the baccalaureate program.

Ability Statement and Health Requirements

Students entering the BSN Program will be required to perform certain skills requiring specific abilities. See the Department of Nursing BSN Student Handbook for a listing of these abilities and additional health and background requirements necessary for clinical practice.

Curriculum RN-BSN Completion Track

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

I. General Education and Professional Program Requirements .... 41–47[**]

The following general education requirements or their equivalent must be completed or transferred in for credit (each with a grade of 'C' or higher). The final 32 credit hours of coursework must be taken at USCB to receive a degree from USCB.

English..6–7
BENG 101, 101L[1] and 102 (each with a grade of 'C' or better)*

Numerical and Analytical Reasoning
BMTH 111/111L or a higher level mathematics course 3–4
BSTA 201* 3

Speech
BSPC 140, 201, or 230...3

Liberal Arts
BHIS 101, 102, 111, 112, 115, or 116…..3
Fine Arts[2] 3
BPSY 101*..3
BSOC 101 3
BPSY 321*..3

Natural Sciences 8
BBIO 243 and 243L, BBIO 244 and 244L or the equivalent coursework[3] *

Foreign Languages...6[**]

Students shall demonstrate in one foreign language the ability to comprehend the topic and main ideas in written and, with the exception of Latin and Ancient Greek, spoken texts on familiar subjects. For foreign languages taught at USCB, this requirement may be satisfied and credit earned by proficiency. For all other foreign languages, the requirement is waived but no credit is earned by demonstrating an equivalent proficiency.

Non-Western Studies
BANT 452 3

II. Program Requirements..4
BBIO 230 and 230L or the equivalent coursework* 4

III. Core Nursing Requirements 35
BNUR 301 Role Development in Nursing as a Profession 3
BNUR 312 Health Assessment[#] 3
BNUR 321 Biophysical Pathology..3
BNUR 350 Nursing Research 3
BNUR 401 Healthcare Delivery Systems 3
BNUR 415 Gerontological and Rehabilitation Nursing................................3
BNUR 416 Community Health Nursing 6
BNUR 420 Trends and Issues in Nursing 3
BNUR 424 Professional Nursing Leadership and Management Seminar 3
BNUR 441 Capstone: Professional Nursing Project 5

IV. Advanced Placement for RN to BSN students who meet requirements 35

V. Electives[4] 0–12

Total hours required 127

[1] Students may place out of BENG 101L with an appropriate score on the Freshman English Placement Exam.
[2] Courses from BARH (art history), BATS (studio art), BMUS (music), or BTHE (theater arts).
[3] One course in anatomy including a laboratory; one course in physiology including a laboratory.
[4] Elective courses as necessary to earn the remaining credits required for degree completion.
[*]Denotes courses that must be taken prior to enrollment in the core (BNUR) nursing courses with the exception of BNUR 312 and 312L.
[#]Registered Nurses may enroll in BNUR 312 and 312L at any time prior to acceptance to the RN to BSN program.
[**]Waiver of Foreign Language Requirement for Bilingual Speakers: Students whose native language is other than English and who have scored either 550 on the paper-based, 213 on the computer-based, or 77 on the internet based Test of English as a Foreign Language (TOEFL), are exempt, without credit, from USCB's language requirement. English-speaking students who document or certify native or near-native proficiency in a language other than English are also exempt, without credit, from this requirement.

BSN Pre-licensure Track

General Admission (Pre-nursing) Requirements
Admission to the University of South Carolina Beaufort is determined by standard admission requirements. Transfer students, change of major students, and students seeking a second bachelor's degree who wish to pursue a degree in nursing should have an overall cumulative GPA of 2.75 or above.

Admission to the Nursing (BSN) Major
Pre-nursing students may apply for admission to the nursing major (Bachelor of Science in Nursing) no later than October 1st to begin the degree requirement clinical courses in the spring semester of each year.

The primary goal of the admissions process is to identify candidates who exhibit strong (natural and behavioral) science backgrounds—as well as ideal personal characteristics—consistent with the capacity to excel in both the art and science of nursing. Moreover, because of the University's commitment to diversity in serving our region, a secondary aim of the process is to select a diverse entering class closely aligned with the general population.

In order to predict potential for academic success in the nursing program, applicants should have an overall GPA of 2.75 or higher, including a minimum overall GPA of 2.75 in the required natural science courses (one semester of anatomy and one semester of physiology or A & P I and A & P II, Chemistry 109, and Microbiology).

The admissions committee (officially known as the Department of Nursing Student Affairs Committee) will take into account the following:
- Academic history and trends;

- Number of courses successfully completed toward the major;
- Potential for service to groups historically under-represented in nursing;
- Residence in local counties principally served by the USC-Beaufort mission;
- Employment or volunteer experience within the healthcare field;
- Candidate's statement of goals and aspirations for a nursing career;
- Evidence of effective writing skills;
- Evidence of motivation to persevere and succeed regardless of obstacles that may have disproportionately disadvantaged the applicant; and
- Communication skills and cross-cultural abilities that will enhance contribution to the educational program and effective collaboration within healthcare communities[1]
- Acceptable scores on the nursing admission test.

Selected candidates will receive notification by mail, no later than November 1st. Successful candidates who will not complete the required sciences until the end of the semester in which the candidate applies, will receive a "conditional acceptance" only. A definitive acceptance will be determined and the candidate notified at the completion of fall semester after all semester grades have been reviewed by the Department of Nursing Student Affairs Committee.

Advanced Placement

General education courses identified by the University can be used for advanced placement through CLEP examination. University departmental exams may be used for advanced placement if offered by the appropriate department and if the student meets the expected testing level identified by the department.

Transfer Credit

Transfer students for the pre-licensure track must have a cumulative GPA of 2.75 or higher. All potential transfer students are encouraged to meet with a nursing advisor prior to general admission to determine eligibility and to develop a recommended course of study. A Transfer Credit Summary will be prepared by the Office of Admissions after receipt of a student's official transcript from any college previously attended.

- Students may transfer equivalent courses for the general education requirements. The courses must meet the University requirements for transfer credit.
- Students may transfer equivalent courses within the nursing major. Junior and senior level BSN courses must be approved through a petition to the Nursing Student Affairs Committee and meet the University requirements for transfer credits. The last 32 hours of credit must be earned in residence at the University.

Progression and Retention

Students enrolled in the BSN Nursing major and admitted to the Department of Nursing clinical courses must abide by the following:
- A grade of 'C' is required in all courses.
- Any time that a nursing student incurs a second failure in the same course in the major requirement (BNUR courses), he or she will be dismissed from the BSN program. Any time that a nursing student incurs two failures in different courses of the major requirement (BNUR courses), he or she will be dismissed from the BSN program.
- A grade of 'C' or better in any prerequisite to other courses is required before progression to the next course.
- A system cumulative GPA of 2.75 must be maintained for continued enrollment in the baccalaureate program.
- Students must complete any required nursing content remediation as determined by standardized achievement tests to avoid a grade of 'I' (incomplete) and potential delay in progressing to the next semester in the nursing curriculum.

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[1] Hager M, Russell S, editors. *Revisiting the Medical School Educational Mission at a Time of Expansion.* Proceedings of **a Conference Sponsored by the Josiah Macy, Jr. Foundation; Charleston, South Carolina, in October 2008**.

- Students must complete all nursing courses in three and a half calendar years after acceptance into the clinical courses.

Throughout the curriculum, standardized achievement tests are used to assess student progress in specific nursing content. Based on the results of these tests, students may be required to remediate course content. The remediation work must be satisfactorily completed by the last day the class meets.

Readmission

Readmission after dismissal from any accredited (associate or bachelor's degree) nursing program will be determined on a case-by-case basis. All students seeking re-admission must compete with the current applicant pool. Applicants with two or more unsatisfactory grades in nursing courses will not be considered for readmission in the BSN program.

Application for Licensure in Nursing

Prior to completion of the last semester of study, students are expected to apply for the nursing licensing examination, NCLEX-RN®, and apply for licensure to the South Carolina State Board of Nursing or other Board of Nursing in the jurisdiction where the student will be employed after graduation.

The South Carolina Board of Nursing has declared the following:

> Effective March 2, 2009, an applicant for a license to practice nursing in South Carolina shall be subject to a criminal history background check as defined in 40-33-25 of the Nurse Practice Act. In addition to all other requirements and for the purpose of determining an applicant's eligibility for an authorization to practice, each applicant will be required to furnish a full set of fingerprints and additional information required to enable a criminal history background check to be conducted by the State Law Enforcement Division (SLED) and the Federal Bureau of Investigation (FBI). The cost of conducting a criminal history background check will be borne by the applicant and the department shall keep information received pursuant to this section confidential, except that information relied upon in denying an authorization to practice may be disclosed as may be necessary to support the administrative action.

Ability Statement and Health Requirements

Students entering the BSN Program will be required to perform certain skills requiring specific abilities. See the *Department of Nursing BSN Student Handbook* for a listing of these abilities and additional health and background requirements necessary for clinical practice.

Curriculum Pre-licensure BSN Track

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

I. General Education and Professional Program Requirements .... 52-60[*]

    The following general education requirements or their equivalent must be completed
or transferred in for credit (each with a grade of 'C' or higher). The final 32 credit hours of
coursework must be taken at USCB to receive a degree from USCB.

English..6–7
    BENG 101, 101L[1] and 102 (each with a grade of C or better)

Numerical and Analytical Reasoning[2]
    BMTH 111 or 111L or a higher level mathematics course 3–4
    BSTA 201 3

Speech
    BSPC 140, 201, or 230..3

Liberal Arts
    BHIS 101, 102, 111, 112, 115, or 116..3
    Fine Arts[3] 3
    BSOC 101 3

Psychology

    BPSY 101...3

    BPSY 321...3

Foreign Languages..6[*]

    Students shall demonstrate in one foreign language the ability to comprehend the topic and main ideas in written and, with the exception of Latin and Ancient Greek, spoken texts on familiar subjects. For foreign languages taught at USCB, this requirement may be satisfied and credit earned by proficiency. For all other foreign languages, the requirement is waived but no credit is earned by demonstrating an equivalent proficiency.

Natural Sciences[5]

    BBIO 243 and 243L or equivalent coursework..4

    BBIO 244 and 244L or equivalent coursework 4

    BIO 230 and 230L or equivalent coursework. 4

    BCHM 109 or equivalent coursework..4

Anthropology

    BANT 452...3

Nutrition

    BHRM 340..3

II. Core Nursing Requirements..**66**

    BNUR 202 Introduction to Professional Nursing 6

    BNUR 304 Adult Health Nursing I..6

    BNUR 312 Health Assessment 3

    BNUR 320 Clinical Pharmacology 3

    BNUR 321 Biophysical Pathology...3

    BNUR 350 Nursing Research 3

    BNUR 356 Women's Health Nursing...5

    BNUR 358 Children's Health Nursing 5

    BNUR 401 Health Care Delivery Systems 3

    BNUR 412 Mental Health Nursing 4

    BNUR 415 Gerontological and Rehabilitation Nursing..3

    BNUR 416 Community Health Nursing 6

    BNUR 420 Trends and Issues in Nursing 3

    BNUR 424 Professional Nursing Leadership and Management Seminar 3

    BNUR 424P Professional Nursing Leadership and Management Practicum 3

    BNUR 426 Adult Health Nursing II...6

    BNUR 435 Professional Seminar 1

III. Electives[6]...1-9

       Total hours required **127**

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

[2] Students may place into BMTH 111 or 111L on the Freshman Placement Exam.

[3] Courses from BARH (art history), BATS (studio art), BMUS (music), or BTHE (theater arts).

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

[5] One course in anatomy including a laboratory; one course in physiology including a laboratory.

[6] Courses and credits as needed to fulfill degree requirements.

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

BSN as Second Bachelors (Pre-licensure) Track

General Admission to the BSN Major
Admission to the University of South Carolina Beaufort is determined by standard admission requirements. Incoming students with a Bachelor's degree in another field who wish to pursue a nursing degree must have a cumulative GPA of 2.75 or above. Potential students are encouraged to meet with a nursing advisor prior to general admission to determine eligibility and a recommended course of study.

Admission to the Nursing (BSN) Major
Pre-nursing students may apply for admission to the nursing major (Bachelor of Science in Nursing) no later than October 1st to begin the degree requirement clinical courses in the spring semester of each year.

The primary goal of the admissions process is to identify candidates who exhibit strong (natural and behavioral) science backgrounds—as well as ideal personal characteristics—consistent with the capacity to excel in both the art and science of nursing. Moreover, because of the University's commitment to diversity in serving our region, a secondary aim of the process is to select a diverse entering class closely aligned with the general population.

In order to predict potential for academic success in the nursing program, applicants should have an overall GPA of 2.75 or higher, including a minimum overall GPA of 2.75 in the required natural science courses (one semester of anatomy and one semester of physiology or A & P I and A & P II, Chemistry 109, and Microbiology).

The admissions committee (officially known as the Department of Nursing Student Affairs Committee) will take into account the following:
- Academic history and trends;
- Number of courses successfully completed toward the major;
- Potential for service to groups historically under-represented in nursing;
- Residence in local counties principally served by the USC-Beaufort mission;
- Employment or volunteer experience within the healthcare field;
- Candidate's statement of goals and aspirations for a nursing career;
- Evidence of effective writing skills;
- Evidence of motivation to persevere and succeed regardless of obstacles that may have disproportionately disadvantaged the applicant; and
- Communication skills and cross-cultural abilities that will enhance contribution to the educational program and effective collaboration within healthcare communities[2]
- Acceptable scores on the nursing admission test.

Selected candidates will receive notification by mail, no later than November 1st. Successful candidates who will not complete the required sciences until the end of the semester in which the candidate applies, will receive a "conditional acceptance" only. A definitive acceptance will be determined and the candidate notified at the completion of fall semester after all semester grades have been reviewed by the Department of Nursing Student Affairs Committee.

Advanced Placement
General education courses identified by the University can be used for advanced placement through CLEP examination. University departmental exams may be used for advanced placement if offered by the appropriate department and if the student meets the expected testing level identified by the department.

Transfer Credit
Acceptance of transfer credits from the first Bachelor's degree and any other college level courses will be evaluated on an individual basis by a nursing advisor. This evaluation will be based on the student's official transcript from any college previously attended as submitted to the Office of Admissions. Credits accepted in transfer must be from an approved college or university.

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[2] Hager M, Russell S, editors. *Revisiting the Medical School Educational Mission at a Time of Expansion.* Proceedings of **a Conference Sponsored by the Josiah Macy, Jr. Foundation; Charleston, South Carolina, in October 2008.**

Progression and Retention

Students enrolled in the BSN major and admitted to the Department of Nursing clinical courses must abide by the following:

- A grade of 'C' or higher is required in all BNUR designated courses.
- If a nursing student incurs a second failure in the same course in the major requirement (BNUR courses), he or she will be dismissed from the BSN program. If a nursing student incurs two failures in different courses of the major requirement (BNUR courses), he or she will be dismissed from the BSN program.
- A grade of 'C' or higher in any prerequisite to other courses is required before progression to the next course.
- A system cumulative GPA of 2.75 must be maintained for continued enrollment in the baccalaureate program.
- Students must complete any required nursing content remediation as determined by standardized achievement tests to avoid a grade of 'I' (incomplete) and potential delay in progressing to the next semester in the nursing curriculum.
- Students must complete all nursing courses in three and a half calendar years after acceptance into the clinical courses.

Throughout the curriculum standardized achievement tests are used to assess student progress in specific nursing content. Based on the results of these tests, students may be required to remediate course content. The remediation work must be satisfactorily completed by the last day the class meets.

Application for Licensure in Nursing

Prior to completion of the last semester of study, unlicensed students are expected to apply for the nursing licensing examination, NCLEX-RN®, and apply for licensure to the South Carolina State Board of Nursing or other Board of Nursing in the jurisdiction where the student will be employed after graduation.

The South Carolina Board of Nursing has declared the following:

> Effective March 2, 2009, an applicant for a license to practice nursing in South Carolina shall be subject to a criminal history background check as defined in 40-33-25 of the Nurse Practice Act. In addition to all other requirements and for the purpose of determining an applicant's eligibility for an authorization to practice, each applicant will be required to furnish a full set of fingerprints and additional information required to enable a criminal history background check to be conducted by the State Law Enforcement Division (SLED) and the Federal Bureau of Investigation (FBI). The cost of conducting a criminal history background check will be borne by the applicant and the department shall keep information received pursuant to this section confidential, except that information relied upon in denying an authorization to practice may be disclosed as may be necessary to support the administrative action.

Ability Statement and Health Requirements

Students entering the BSN program will be required to perform certain skills requiring specific abilities. See the *Department of Nursing BSN Student Handbook* for a complete listing of these abilities and additional health and background requirements necessary for clinical practice.

Curriculum BSN as Second Bachelors (Pre-licensure) Track

USCB offers the Bachelor of Science degree with a major in nursing. To qualify for graduation, a student must meet general education and nursing core requirements as stated below. The final 32 hours of coursework (each with a grade of 'C' or higher) must be taken at USCB to receive a degree from USCB.

I. General Education and Professional Program Requirements 61

The professional program requirements (taken at USCB or transferred in) must include:

Statistics equivalent to BSTA 201 or higher 3

Psychology equivalent to BPSY 101 and BPSY 321 6

Natural Sciences equivalent to BBIO 243/243L, BBIO 244/244L, BBIO 230/230L, and BCHM 109 16

Additional Requirements and Student Responsibilities

Waiver of Academic Standards: Any student seeking relief from academic standards shall petition the Department of Nursing Student Affairs Committee to waive specific standards or regulations. Information on procedures may be obtained from the Department of Nursing Office.

Health Requirements and Background Check: In addition to meeting the health requirements of the University, enrollment in the BNUR nursing course sequence (pre-licensure and RN-BSN completion tracks) is contingent upon a negative criminal background check and drug screen and submission of health information including PPD screening and required immunizations. More information about these requirements can be found in the Department of Nursing *BSN Student Handbook*.

Transportation to Clinical Practice Sites: Each student should have a valid driver's license and is responsible for transportation to and from hospitals and other clinical practice sites in both urban and rural areas.

CPR Completion: All students enrolled in nursing courses are required to maintain current certification in cardiopulmonary resuscitation for healthcare providers.

Attendance Policy: Classroom and laboratory 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 *Department of Nursing BSN Student Handbook*.

PSYCHOLOGY (Bachelor of Arts)

Department of Social Sciences
Dr. Charles Spirrison, Department Chair

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

Assistant Professors
Jennifer Beaudry, Ph.D., Queen's University, Ontario, Canada
Brandon Cosley, Ph.D., University of Maine

Adjuncts
Wesla Fletcher, Ph.D., University of Tulsa
Debra Henderson, M.S., Georgia Southern University
Jan Holt, Ed.D., University of Houston
Melodie Hunnicutt., M.Ed., University of South Carolina
Rich Reed, M.S., Vanderbilt University
James Reid, Ph.D., Oklahoma State University
Cheryl Shookman, Ph.D., Tulane University
Linda B. Wilson, Ph.D., Boston College

Purpose Statement
The purpose of the psychology program at University of South Carolina Beaufort is to provide its students with a broad knowledge of the principles of human behavior and mental processes. The study of psychology has wide applicability to the solving of human problems at both the personal and societal levels. Knowing the factors that help maintain psychological, physical and social well-being can benefit graduates in psychology throughout their professional and personal lives. The program seeks to engender in its students well-developed problem-solving and communication skills which allow the critical analysis and integration of complex information using disciplined thought processes. Further, the program is committed to providing students with a solid academic foundation in psychology for those who will pursue graduate work in psychology and related fields.

Program Goals
- Meet demands of regional students who wish to pursue a baccalaureate degree in psychology and provide a solid foundation for those planning to pursue graduate studies in psychology and the mental health and human services.
- Provide students with knowledge of the broad areas of scientific psychology that results in students becoming more self-aware, more perceptive of others, more analytical in their thinking and more effective in their professional, social and personal relationships.
- Provide opportunities for students to gain experience and knowledge in the conduct of psychological research which underlies scientific psychology.
- Prepare students to contribute to their future work environments and the larger society and to grow personally and professionally throughout their careers.
- Foster in students analytical and decision-making skills, communications skills, a global perspective, a sense of social responsibility and ethics and characteristics of leadership.
- Attract diverse, career-oriented students by making available curricula that correspond to regional community needs in a variety of areas involving human functioning.
- Establish a learning environment in the psychology discipline that contributes to cooperation and collaboration with the educational and service community in the region and the state.

USCB seeks to ensure that all students who complete the Bachelor of Arts in Psychology are able to…
- Demonstrate a broad-based knowledge of all the major areas of psychology required for pursuing further graduate study in psychology or for employment using the skills acquired during their program of study.

- Explain the concepts and methodologies of conducting research in psychology and be able to apply those principles in conducting research.
- Apply the basic principles of human and animal learning to analyses of behavior as well as describe the current research findings in human cognition and language.
- Demonstrate mastery of the basic functioning and role of human biological systems in the production and regulation of behavior as well as the current research findings regarding the processing and organization of sensory information in perception .
- Trace human physical, cognitive, personality and social development from conception to death.
- Identify the social psychological processes involving the interdependence and interaction of individual behavior and group processes.
- Describe the major approaches to understanding human personality and to define abnormal behavior, its symptoms, course and causes.

Curriculum
Entering the Bachelor of Arts with a major in Psychology program assures that the student will be exposed to the broad spectrum of subfields of psychology. The student must obtain a grade of "C" or better in all courses taken for major credit. Students who pursue the psychology major must either elect a minor (with a minimum of 18 hours) or complete 12 hours of cognate courses.

I. General Education Requirements .... **43-49**[*]

English[1]
BENG 101, 101L and 102 (each with a grade of "C" or higher) [1] 6-7

Numerical and Analytical Reasoning   6-7
BMTH 101 or a higher level mathematics course, plus an additional course in mathematics, logic, statistics, or computer science.

Speech
BSPC 140, 201, 210, or BSPC 230 3

Liberal Arts
Liberal Arts Electives (humanities and social/behavioral sciences)[2] 6
BHIS 101, 102, 111 or 112, 115 or 116 3
Fine Arts[3] 3
Social/Behavioral Sciences[4] 3

Natural Sciences[5]
Two courses, at least one with associated laboratory 7-8

Foreign Languages .... 6[*]
Students shall demonstrate in one foreign language the ability to comprehend the topic and main ideas in written and, with the exception of Latin and Ancient Greek, spoken texts on familiar subjects. For foreign languages taught at USCB, this requirement may be satisfied and credit earned by proficiency. For all other foreign languages, the requirement is waived but no credit is earned by demonstrating an equivalent proficiency.

Non-Western Studies[6] 0-3
A distribution requirement that may be satisfied by one of the above mentioned courses or by additional coursework

II. Program Requirements **0-6**

Psychology 101*...0-3
(Psychology 101 may fulfill either a general education requirement or serve as an elective, but it must be completed for a major in psychology.)

Statistics* 0-3
Psychology majors complete BSTA 201. This course may be used as partial fulfillment of the math general education requirement.
A grade of "C" or higher must be obtained in these courses.

III. Major Requirements...**37**

BPSY 200 Research Methods in Psychology...3
BPSY 201 Psychological Statistics Laboratory 1
BPSY 203 Psychology Laboratory..3
BPSY 302 Learning and Memory 3
BPSY 311 Abnormal Psychology 3
BPSY 321 Life Span Developmental Psychology 3
BPSY 331 Social Psychology 3
BPSY 341 Personality Theory 3
BPSY 361 Biological Psychology...3
Two courses in psychology numbered above 203 6
Two courses in psychology numbered 400 or above 6
A grade of "C" or higher must be obtained in courses taken for major credit.

IV. Cognate (12) or Minor (18)... **12-18**

The cognate is intended to support the course work in the major. Cognate courses may be drawn from one or more departments, depending on the individual interests and requirements of the student as judged by the departmental advisor. A cognate differs from a minor in that the courses must be above prerequisite level and may be distributed over more than one subject area. All cognate courses must be passed with a grade of C or higher.

V. Electives **10-28**

Total Hours Required **120**

All psychology majors will take the Major Field Test in Psychology for the sole purpose of improvement of the psychology program. Scores on this test are not used in evaluation of the student's qualification for receiving the baccalaureate degree, nor do they become part of the student's permanent record.

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[1]Students may place out of BENG 101L with an appropriate score on the Freshman English Placement Exam. Students who transfer into USCB with approved credit for first-semester freshman composition are exempt from the BENG 101L requirement.
[2] Courses from the following disciplines: BFRO, BANT, BARH, BATS, BECO, BENG, BFRE, BGEO, BGER, BHIS, BJOU, BLIN, BMUS, BPHI, BPOL, BPSY, BRLG, BSOC, BSPA, BSPC, BTHE.
[3] Courses from: BARH, BATS, BMUS, or BTHE.
[4] Courses from: BANT, BECO, BGEO, BGST, BLIN, BPOL, BPSY, BSOC and BSST.
[5] Courses from: BAST, BBIO, BCHM, BGEL, BMAR, BSME and BPHY. Any three-credit course taken to partially satisfy this requirement must be self-contained and, in particular, cannot be just the lecture component of a lecture/lab course.
[6] The following courses have been approved for this requirement: BANT 102, BANT 301, BANT 312, BANT 317, BANT 351, BANT 352, BANT 452, BARH 349, BENG 291, BGEO 121, BGST 301, BGST 398, BHIS 109, BHIS 115, BHIS 116, BRLG 203, BSOC 315 and BSPA 380B. Non-equivalent transfer credits may be evaluated for approval on a case by case basis by the Program Director for General Education.
*Waiver of Foreign Language Requirement for Bilingual Speakers: Students whose native language is other than English and who have scored either 550 on the paper-based, 213 on the computer-based, or 77 on the internet based Test of English as a Foreign Language (TOEFL), are exempt, without credit, from USCB's language requirement. English-speaking students who document or certify native or near-native proficiency in a language other than English are also exempt, without credit, from this requirement.

SOCIOLOGY (Bachelor of Arts)

Department of Social Sciences
Dr. Charles Spirrison, Department Chair
Dr. Robert Ackerman, Degree Program Coordinator

Professor
Robert Ackerman, Ph.D., Western Michigan University

Adjuncts
Randy Lamkin, Ph.D., University of Connecticut
Reid Montgomery, Jr., Ph.D., University of South Carolina
Philip Robinson, M.A., Montclair State University

Purpose Statement
The sociology program at University of South Carolina Beaufort provides to its students the theoretical, conceptual, and methodological analytical tools to describe and explain human social life and the multifaceted connections between society and the individual. Mastery of the principles of social stratification (esp. age, gender, race and ethnicity), social organization, socialization, deviance and social control, institutions, and social change allow graduates in sociology to analyze and understand phenomena associated with rapid urbanization, such as population growth, crime, and divorce rates. The program seeks to provide students with a well-rounded academic experience that also prepares students for graduate study and/or careers in such areas as public health/epidemiology, marketing research, criminology and criminal justice, and social services.

Program Goals
- Convey the central insights and meta-theories of the discipline as set forth by such founding thinkers of the discipline, as Emile Durkheim who asserts the primacy of understanding society in the analysis human behavior. His revolutionary concept from *Rules of Sociological Method* about the "subjective" as "objective," makes the point that when we fulfill the seemingly personal obligations such as to our sons, daughters, etc..., we are actually reflecting impersonal role prescriptions. Personal behavior is virtually uninterpretable without becoming aware of it as mirroring remote and impersonal standards for forming and identity and associating with others. C. Wright Mills corroborates this idea with his notion of "the sociological imagination" when he conveys the significance of "the private as really public." Sociology, therefore in describing and explaining human social life uncovers the profound dialectical connection between society and the individual. Given its presupposition that humans have sparse instincts, it discloses the understated impact of society with its structural and normative pre- and proscriptions (institutions and roles) on its constituent members.
- Present the foundational principles/processes of sociology: organization, stratification, socialization, deviance and social control, institutions and social change.
- Introduce students to the gamut of classical and contemporary theories of sociology.
- Engage students in critical examination of extant theories of sociology.
- Provide students with a foundation in sociological research methods.
- Acquaint students with the variety of sub-fields in sociology.
- Prepare student for careers or graduation level studies in sociology.

USCB seeks to ensure that all students who complete the Bachelor of Arts in Sociology are able to…
- Identify the core insights of the discipline by distinguishing, in written examination, differences between its contributions compared to the contributions of the discipline of psychology.
- Apply the major concepts of sociology by integration and synthesis of ideas in the capstone course.
- Apply major theories of sociology by integration and synthesis of ideas in the capstone course
- Understand the limitations of sociological theories by critique and comparative analysis assignments.
- Describe sociological research methods
- Explain the relevance of sociology for understanding social issues

Curriculum

I. General Education Requirements.. 38-49[*]

English
BENG 101, 101L and 102 (each with a grade of "C" or higher)[1] ………….. 6-7

Numerical and Analytical Reasoning
BMTH 101 or a higher level mathematics course, plus an additional course in mathematics, logic, statistics, or computer science 6-8

Speech
BSPC 140, 201 or 230..3

Liberal Arts
Liberal Arts Electives (humanities & social/behavioral sciences)[2] 6-7
BHIS 101, 102, 111, 112, 115, 116...6
Fine Arts[3] 3

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

Foreign Languages.. 6[*]
Students shall demonstrate in one foreign language the ability to comprehend the topic and main ideas in written and, with the exception of Latin and Ancient Greek, spoken texts on familiar subjects. For foreign languages taught at USCB, this requirement may be satisfied and credit earned by proficiency. For all other foreign languages, the requirement is waived but no credit is earned by demonstrating an equivalent proficiency.

Non-Western Studies[4] 0-3
This distribution requirement may be satisfied by one of the above mentioned courses or by additional coursework.

II. Program Requirements.. 6
BSOC 101 3
BSOC 220 3

III. Major Requirements (grade of C or better required).. 37
BSOC 496 and BSOC 497 7
Nine Sociology courses numbered 300 or above 27
BSOC 498 3

IV. Electives…….. 28-39

Total hours...120

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[1]Students may place out of BENG 101L with an appropriate score on the Freshman English Placement Exam. Students who transfer into USCB with approved credit for first-semester freshman composition are exempt from the BENG 101L requirement.
[2] Courses from the following disciplines: BFRO, BANT, BARH, BATS, BECO, BENG, BFRE, BGEO, BGER, BHIS, BJOU, BLIN, BMUS, BPHI, BPOL, BPSY, BRLG, BSOC, BSPA, BSPC, BTHE.
[3] Courses from: BARH, BATS, BMUS, or BTHE.
[4] The following courses have been approved for this requirement: BANT 102, BANT 301, BANT 312, BANT 317, BANT 351, BANT 352, BANT 452, BARH 349, BENG 291, BGEO 121, BGST 301, BGST 398, BHIS 109, BHIS 115, BHIS 116, BRLG 203, BSOC 315 and BSPA 380B. Non-equivalent transfer credits may be evaluated for approval on a case by case basis by the Program Director for General Education.
*Waiver of Foreign Language Requirement for Bilingual Speakers: Students whose native language is other than English and who have scored either 550 on the paper-based, 213 on the computer-based, or 77 on the internet based Test of English as a Foreign Language (TOEFL), are exempt, without credit, from USCB's language requirement. English-speaking students who document or certify native or near-native proficiency in a language other than English are also exempt, without credit, from this requirement.

SPANISH (Bachelor of Arts)

-concentration in Heritage Studies
-concentration in General Major

Department of Humanities and Fine Arts

Dr. Juanita Villena-Alvarez, Department Chair

Professor
Juanita Villena-Alvarez, Ph.D., University of Cincinnati

Assistant Professors
James Griesse, Ph.D., Catholic University of America
Benjamin J. Nelson, Ph.D., University of Chicago

Instructors
Rena Lewis-Kratky, M.A., College of Charleston
Leonor Teves Taylor, M.A., University of Georgia

Adjuncts
Terri Betris, M.A., Univeristy of Georgia, Athens
Elizabeth Byrd, M.A., Georgia Southern University
T. Bruce Fryer, Ph.D., University of Texas (Austin)
Kirsten Palmer, MAT, University of South Carolina

Purpose Statement

Ongoing rapid local and national demographic fluctuations have created intensive demands upon academic programs offered in the Lowcountry. The increasing Hispanic population in the community has necessitated a program centered on acquiring Spanish-speaking skills. The combination of an intensive liberal arts background with language proficiency skills and practical experience will help students investigate and integrate knowledge and perspectives in today's technologically-changing world. The purpose of the Bachelor of Arts with a major in Spanish degree program is to enhance and continually improve a university curriculum responsive to the region's higher education needs. The program has two tracks: 1.) Spanish for Heritage Speakers and 2.) General Spanish. Both have been designed to address specific regional, national and global demands in education, business, health, social, professional and human services sectors, among others. The study of the Spanish language and Hispanic culture, history and literature is an integral part of a liberal arts college education, fostering in students an awareness of their global and local responsibilities and rights. Students will learn to examine and analyze their sociological, political, historical, philosophical, ethical and ideological responses to current situations and circumstances within society. These skills will place students in a primary position to respond to the comprehensive demands of the region. Additionally, the program will provide a field of study vital to a traditional university education. The program centers on the constitution and emergence of modern American and international society and its increasing cultural, political, economic and ecological interdependence.

Program Goals

The BA in Spanish Program objectives include the following:

- Provide students with Spanish language and Hispanic cultural skills that result in their becoming more articulate and analytical, as well as historically and socially informed.
- Foster in students a multicultural perspective and a sense of social responsibility.
- Prepare students to be aware of and respond to, escalating multicultural and global societal changes. Additionally, prepare students to be aware of and respond to, newly arrived Hispanic residents of the locality and state.
- Provide the educational foundation to foster community building and avert possible friction and conflict among various cultures living together—some of them, for the first time.
- Bridge the gap between area local high schools and higher education by providing a Spanish curriculum that is not redundant, but continuous and more in-depth.

- Provide an educational means to integrate the rapidly growing Hispanic population within the community.
- Alleviate the need for the regional and state educational community to look abroad in order to fill Spanish and Hispanic related jobs.
- Mold students as citizens of the world, enabling them to demand their global rights as well as face their global responsibilities.
- Establish a learning environment in the Spanish and Hispanic culture that contributes to cooperation and collaboration with the statewide educational community.

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

- Attain appropriate levels of proficiency in each of the following areas: speaking, reading, writing, listening comprehension and culture based on the ACTFL rating guidelines.
- Achieve the sufficient level of language and cultural proficiency required for beginning graduate studies and to compete effectively for jobs in fields requiring a proficient knowledge of spoken and written Spanish (i.e. education, human services, government, law, banking, public relations, business, etc.).
- Demonstrate a broad cultural and historical understanding of the similarities/differences in Spanish and Spanish American cultures and literatures in the Spanish-speaking world as it relates to the United States and the rest of the world.
- Enhance cultural knowledge through activities and resources available outside of class (i.e. research, movies/audiovisual materials in the target language, club activities, international festivals and other events, or volunteer work where the target language is used).
- Reinforce knowledge gained from other disciplines and connect it with the study of a second language.
- Develop a sense of multilingual international community of which they form an integral part.

Curriculum

I. General Education Requirements ....**38-49**[*]

English
BENG 101, 101L and 102 (each with a grade of "C" or higher) [1] 6-7

Numerical and Analytical Reasoning 6-7
BMTH 101 or a higher level mathematics course, plus an additional course in mathematics, logic, statistics, or computer science.

Speech
BSPC 140, 201, 210 or 230 3

Liberal Arts
Liberal Arts Electives [2] 6
BHIS 101, 102, 111, 112, 115, or 116 3
Fine Arts[3] 3
Social/Behavioral Sciences[4] 3

Natural Sciences[5]
Two courses, at least one with associated laboratory 7-8

Foreign Languages .... 6[*]
Requirement may be satisfied by proficiency. Students shall demonstrate in one foreign language the ability to comprehend the topic and main ideas in written and, with the exception of Latin and Ancient Greek, spoken texts on familiar subjects.

Non-Western Studies[6] 0-3
A distribution requirement that may be satisfied by one of the above mentioned courses or by additional coursework.

II. Program Requirements **3-6**

Foreign Languages 0-3
>   Students shall demonstrate proficiency in one foreign language by achieving
>   a score of four or better on a USCB foreign language proficiency test or achieving
>   a passing grade in a 122 course.
>   BHIS 109..3

III. Major Requirements..**36**

Track One: Spanish Major for Heritage Speakers (Prerequisites: BSPA 209, 210)
>   **Nine courses at the BSPA 300 level or above** 27
>   BSPA 309: Advanced Conversation and Grammar 3
>   BSPA 310: Advanced Composition and Grammar 3
>   BSPA 312: Introduction to Reading Hispanic Literary Texts 3
>   One Pre-Modern Cultural History Class 3
>>   (a) BSPA 400: Spanish Civilization I
>>   (b) BSPA 401: Spanish American   Civilization I
>   One Modern Cultural History Class 3
>>   (a) BSPA 402: Spanish Civilization II
>>   (b) BSPA 403: Spanish American   Civilization II
>>   One Pre-Modern Literature Class 3
>>   (a) BSPA 404: Literary Tendencies and Masterpieces of Spain I
>>   (b) BSPA 405: Literary Tendencies and Masterpieces of Spanish America
>   One Modern Literature Class 3
>>   (a) BSPA 406: Literary Tendencies and Masterpieces of Spain II
>>   (b) BSPA 407: Literary Tendencies and Masterpieces of Spanish America
>   BSPA 499: Senior Seminar 3
>   One elective at the 300 level or above 3
>   Three courses (selected from BANT 301, BHIS 420, BHIS 421, BHIS 423, or
>   BSOC 355) …………………………………………………………… 9

Track Two: General Major (Prerequisites: BSPA 209, 210)
>   **Ten courses at the BSPA 300 level or above** 30
>   BSPA 309: Advanced Conversation and Grammar..3
>   BSPA 310: Advanced Composition and Grammar 3
>   BSPA 312: Introduction to Reading Hispanic Literary Texts 3
>   One Pre-Modern Cultural History Class 3
>>   (a) BSPA 400: Spanish Civilization I
>>   (b) BSPA 401: Spanish American   Civilization I
>   One Modern Cultural History Class 3
>>   (a) BSPA 402: Spanish Civilization II
>>   (b) BSPA 403: Spanish American   Civilization II
>   One Pre-Modern Literature Class 3
>>   (a) BSPA 404: Literary Tendencies and Masterpieces of Spain I
>>   (b) BSPA 405: Literary Tendencies and Masterpieces of Spanish America
>   One Modern Literature 3
>>   (a) BSPA 406: Literary Tendencies and Masterpieces of Spain II
>>   (b) BSPA 407: Literary Tendencies and Masterpieces of Spanish America
>   BSPA 499: Senior Seminar 3
>   Two electives at the 300 level or 6

IV. Field Requirements **18**
>   A minimum of 18 hours of 300 level or above coursework in
>   a single separate discipline 18

V. Electives...12-25

>   ### Total Hours Required **120**

[1]Students may place out of BENG 101L with an appropriate score on the Freshman English Placement Exam.
[2]Courses from the following disciplines: BFRO, BANT, BARH, BATS, BECO, BENG, BFRE, BGEO, BGER, BHIS, BLIN, BMUS, BPHI, BPOL, BPSY, BRLG, BSOC, BSPA, BSPC, BTHE.
[3]Courses from: BARH, BATS, BMUS, or BTHE.
[4]Courses from: BANT, BECO, BGEO, BPOL, BPSY, BSOC.
[5]Courses from: BAST, BBIO, BCHM, BGEL, BMAR, BSME and BPHY.
[6] The following courses have been approved for this requirement: BANT 102, BANT 301, BANT 312, BANT 317, BANT 351, BANT 352, BANT 452, BARH 349, BENG 291, BGEO 121, BGST 301, BGST 398, BHIS 109, BHIS 115, BHIS 116, BRLG 203, BSOC 315 and BSPA 380B. Non-equivalent transfer credits may be evaluated for approval on a case by case basis by the Program Director for General Education.
*Waiver of Foreign Language Requirement for Bilingual Speakers: Students whose native language is other than English and who have scored either 550 on the paper-based, 213 on the computer-based, or 77 on the internet based Test of English as a Foreign Language (TOEFL), are exempt, without credit, from USCB's language requirement. English-speaking students who document or certify native or near-native proficiency in a language other than English are also exempt, without credit, from this requirement.

STUDIO ART (Bachelor of Arts)

Department of Humanities and Fine Arts
Dr. Juanita Villena-Alvarez, Department Chair
Jon Goebel, Degree Program Coordinator

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

Assistant Professors
Lisa Ciresi, Ph.D., Rutgers University
Jonathan Goebel, M.F.A., Texas Tech University

Artist in Residence
Phil Dunn, Ed.D., Ball State

Adjuncts
Carlos Colon, M.F.A., Savannah College of Art and Design
DeAnna Daniels, M.F.A., University of Tennessee
Amiri Farris, M.F.A., Savannah College of Art and Design

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

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

USCB seeks to ensure that all students who complete the Bachelor of Arts in Studio Art are able to …
- Have well developed problem-solving, expressive and perceptual skills
- Understand various artistic ideologies and styles.
- Demonstrate competence in a variety of media.
- Have the ability to realize a concept into a finished work of art.
- Comprehend a basic understanding of significant art movements/achievements and artists in a global context.

Curriculum
The Bachelor of Arts with a major in Studio Art is designed to be flexible enough to provide the student with a background adequate for graduate studies in Fine Arts, and for a diverse number of careers such as full-time artists, positions in government and public art agencies, in museums and galleries, in the media, and in private corporations in the Lowcountry or elsewhere. Additionally, students can combine the B.A.

in Art Studio with a second major or minor to extend career options. A student seeking the bachelor's degree in Art Studio must earn a grade of "C" or better in all required courses at the 300 level and above in order for those courses to count toward their major program. An exit survey is required of all graduating seniors.

I. General Education Requirements ....38-49[*]

English

BENG 101, 101L and 102 (each with a grade of "C" or higher)[1] 6-7

Numerical and Analytical Reasoning 6-7

BMTH 101 or a higher level mathematics course, plus an additional course in mathematics, logic, statistics, or computer science.

Speech

BSPC 140, 201, 210 or 230 3

Liberal Arts

Liberal Arts Electives[2] 6
BHIS 101, 102, 111, 112, 115, or 116 3
Fine Arts[3] 3
Social/Behavioral Sciences[4] 3

Natural Sciences[5]

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

Foreign Languages ....6[*]

Students shall demonstrate in one foreign language the ability to comprehend the topic and main ideas in written and, with the exception of Latin and Ancient Greek, spoken texts on familiar subjects. For foreign languages taught at USCB, this requirement may be satisfied and credit earned by proficiency. For all other foreign languages, the requirement is waived but no credit is earned by demonstrating an equivalent proficiency.

Non-Western Studies[6] 0-3

II. Program Requirements 15

Art History 12

BARH 105 3
BARH 106 3
BARH 200-level (and higher) 6

Philosophy

BPHI 313 Philosophy of Art 3

III. Major Requirements (grade of C or better required) 39

BATS 102 Introduction to Visual Arts Computing.. 3
BATS 103 Fundamentals of Art 3
BATS 104 3-Dimensional Design I 3
BATS 107 Color and Composition 3
BATS 111 Basic Drawing I 3
BATS 112 Basic Drawing II 3
BATS 200-level (and higher) Two courses in 2 different studio areas[7]..................... 6
BATS 300-level (and higher) Four courses from one area:
Drawing, Painting, or Printmaking 12
BATS 490 Senior Seminar (taken in Senior year of study) 3

IV. Electives 17-28

Total hours required 120

[1] Students may place out of BENG 101L with an appropriate score on the Freshman English Placement Exam. Students who transfer into USCB with credit for first-semester freshman composition are exempt from the BENG 101L requirement.
[2] Courses from the following disciplines: BFRO, BANT, BARH, BATS, BECO, BENG, BFRE, BGEO, BGER, BHIS, BJOU, BLIN, BMUS, BPHI, BPSY, BRLG, BSOC, BSPA, BSPC, BTHE.
[3] Courses from: BMUS, BTHE.
[4] Courses from: BANT, BECO, BGEO, BGST, BLIN, BPOL, BPSY, BSOC and BSST.
[5] Courses from: BAST, BBIO, BCHM, BGEL, BMAR, BSME, and BPHY.
[6] The following courses have been approved for this requirement: BANT 102, BANT 301, BANT 312, BANT 317, BANT 351, BANT 352, BANT 552, BARH 349, BENG 291, BGEO 121, BGST 301, BGST 398, BHIS 109, BHIS 115, BHIS 116, BRLG 203, BSOC 315, and BSPA 380B. Non-equivalent transfer credits may be evaluated for approval on a case by case basis by the Program Director for General Education. [7] One 200-level Studio Elective may be in the same area as the concentration. *Waiver of Foreign Language Requirement for Bilingual Speakers: Students whose native language is other than English and who have scored either 550 on the paper-based, 213 on the computer-based, or 77 on the internet based Test of English as a Foreign Language (TOEFL), are exempt, without credit, from USCB's language requirement. English-speaking students who document or certify native or near-native proficiency in a language other than English are also exempt, without credit, from this requirement.

Military Degree Programs

Academic Programs

The USCB Military Program is designed specifically for active-duty military personnel and their family members to take courses. USCB offers five eight-week semesters each year. Classes begin in January, March, June, August and October. The program offers a wide range of general education courses, as well as some upper-division courses. USCB awards the Associate of Arts and Associate of Science degrees; but only active-duty military personnel and their family members are eligible to earn these Associate degrees. Baccalaureate degrees are awarded (SEE DEGREE COMPLETION).

Associate Degree Requirements

USCB offers the Associate in Arts (A.A.) degree and the Associate in Science (A.S.) degree to military students and military family members who have earned 60 hours of credit approved by the Executive Vice Chancellor for Academic Affairs that fulfill all but the foreign language component of USCB's general education requirements. The associate in arts and in science degrees indicate a strong grounding in the liberal arts and often are used by business and the military for hiring and promotion considerations. For more information on the A.A. and A.S. degree programs, contact the Director of Military Programs at 1-843-208-8149.

Purpose Statement

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

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

Program Goals

USCB's associate degree program is committed to assessment and continuous improvement and it is committed to ensuring that all associate degree graduates meet the following student outcomes.

USCB seeks to ensure that all students who complete the A.A./A.S. program are able to…

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

Curriculum

I. General Education Requirements .... **A.A.** **A.S.**

 English.. 6-7 6-7
　　　　 BENG 101, 101L and 102 (each with a grade of "C" or higher)[1]

Numerical and Analytical Reasoning 6-7   9-10

    BMTH 101 or a higher level mathematics course, plus additional coursework in mathematics, logic, statistics, computer science, accounting, or psychological statistics. (Accounting and psychological statistics for A.S. students only.)

Speech

    BSPC 140 or BSPC 230 3   3

Liberal Arts

    Liberal Arts Electives (humanities & social/behavioral sciences)[2] 6   6

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

    Fine Arts[3] 3   3

    Social/Behavioral Sciences[4] 3   3

Natural Sciences[5]

    Two courses with laboratories 8   8

Non-Western Studies[6] 0-3   0-3

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

II. Electives **22-17**   **19-14**

        Total Hours **60**   **60**

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

[1] Students may place out of BENG 101L with an appropriate score on the Freshman English Placement Exam. Students who transfer into USCB with credit for first-semester freshman composition are exempt from the BENG 101L requirement.

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

[3] Courses from: BARH, BATS, BMUS, or BTHE.

[4] Courses from: BANT, BECO, BGEO, BGST, BLIN, BPOL, BPSY, BSOC and BSST.

[5] Courses from: BAST, BBIO, BCHM, BGEL, BMAR, BSME and BPHY.

[6] The following courses have been approved for this requirement: BANT 102, BANT 301, BANT 312, BANT 317, BANT 351, BANT 352, BANT 452, BARH 349, BENG 291, BGEO 121, BGST 301, BGST 398, BHIS 109, BHIS 115, BHIS 116, BRLG 203, BSOC 315 and BSPA 380B. Non-equivalent transfer credits may be evaluated for approval on a case by case basis by the Program Director for General Education.

Military Student Services

Military Admissions

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

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

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

Residency for Military Personnel and Their Dependents

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

Military Experience for Credit

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

The credit which may be awarded for educational experiences in the military must be in accordance with recommendations published by the American Council on Education and be consistent with university policy on the transfer of credit but will only be applied to a degree program upon the approval of the Executive Vice Chancellor for Academic Affairs.

Note: Not all baccalaureate degrees accept the full thirty hours of military credit.

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

Degree Completion

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

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

The SOCMAR and SOCNAV degree completion programs apply only toward the associate degree.

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

Graduation

To earn a degree from USCB, the last 25% of semester credit hours earned must be earned 'in residence' at USCB. Currently, this equates to fifteen semester hours for the A.A. or A.S. and at least 30 semester hours for most Bachelors degrees. At least half of the hours of the student's major courses and of minor courses (if applicable) must be taken at USCB. Some programs impose greater student residence and/or major requirements. See Academic Regulations for additional information.

Tuition and Fees

Active Duty military students and dependents may qualify for in-state tuition rates upon certification of official orders to a military facility in the state of South Carolina. The Financial Aid and Scholarships Office can assist students with government tuition assistance and financial aid benefits. See the Financial Aid Section or contact the Financial Aid office at (843) 521-3104 for specific information on the Montgomery G.I. Bill, Tuition Assistance, VA Benefits and other financial Aid questions.

Withdrawal Due to Military Deployment

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

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

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

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

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

Except for withdrawals, it will be up to each instructor to assign a letter grade or an incomplete ("I") consistent with applicable departmental, college and university policies. If an incomplete grade is assigned, an Assignment of Incomplete Grade form must be completed. Special care should be exercised by the student and instructor to state clearly and specifically the "Conditions for Make-Up" at the bottom of this form. This specificity will protect the instructor and the student from miscommunication and will serve as a contract for the completion of the course. While the University allots 12 months to complete a grade of "I", the military tuition assistance office in Pensacola, Fla. states that those military students receiving tuition assistance have only 6 months to complete the required work or be charged for the course.

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

USCB COMPOSITE COURSE LISTING

African American Studies   Education   Marine Science   Sociology
Anthropology   English Language and Literature   Mathematics   Speech
Art Education   Foreign Languages   Music   Statistics
Art History   Geography   Nursing   Theater
Art Studio Art   Geological Sciences   Philosophy   University
Astronomy   Global Studies   Physical Education

Biological Sciences   History   Physics
Business Administration   Hospitality Management   Political Science
Chemistry   Human Services   Psychology
Comparative Literature   Liberal Studies   Religious Studies
Computer Science   Linguistics   Security Studies

AFRICAN AMERICAN STUDIES (BFRO)

BFRO 201 - **INTRODUCTION TO AFRICAN-AMERICAN STUDIES I** (3).

BFRO 202 - **INTRODUCTION TO AFRICAN-AMERICAN STUDIES II** (3).

ANTHROPOLOGY (BANT)

BANT 101 - **PRIMATES, PEOPLE and PREHISTORY** (3). An exploration of human origins, human evolution, human prehistory and cultural existence from its less complex forms to early civilizations. An introduction to the concepts, methods and data of physical, biological and archaeological anthropology. May be taken with, or independently of, BANT 102.

BANT 102 - **UNDERSTANDING OTHER CULTURES** (3). An exploration and comparison of selected contemporary cultures, including their languages. An introduction to the concepts, methods and data of socio-cultural anthropology and anthropological linguistics. May be taken with, or independently of, BANT 101. (Satisfies USCB General Education Non-Western Requirement)

BANT 312 - **CONTEMPORARY CROSS-CULTURAL ANALYSIS** (3). An examination of conformity, conflict or stability, of human interactions across cultural boundaries both at home and abroad, the positive and negative consequences of increasing global interconnectedness and the role of culture change, ethnic identity or religious unity in creating contradictory social and political trends.
(Satisfies USCB General Education Non-Western Requirement)

BANT 317 - **NORTH AMERICAN INDIAN CULTURES** (3). Comparative study of ethnographic data on American Indian cultures, with emphasis on their significance for ethnological theory.
(Satisfies USCB General Education Non-Western Requirement)

BANT 333 - **NORTH AMERICAN PREHISTORY** (3). Prehistoric anthropology in North America from the first arrival of man through the beginning of European acculturation.

BANT 351 - **THE FAMILY IN CROSS-CULTURAL PERSPECTIVE** (3). Kinship, systems of descent, marriage and domestic organization in different cultures. Variations in childrearing practices, sex roles and other aspects of social relations in kin groups. (Satisfies USCB General Education Non-Western Requirement)

BANT 352 - **ANTHROPOLOGY OF MAGIC AND RELIGION** (3). {=BRLG 360} A comparative examination of such topics as ritual, cosmology, revitalization movements, magic, witchcraft, myth and possession. (Satisfies USCB General Education Non-Western Requirement)

BANT 385 - **GENDER AND LANGUAGE USE** (3). {=BLIN 385} The course will explore an approach to gender and language use that emphasizes the grounding in social practice of both.

BANT 399 - **INDEPENDENT STUDY** (3-6). (Prereq: consent of instructor) Contract approval by instructor, advisor, Department Chair and Executive Vice Chancellor for Academic Affairs is required.

BANT 452 - **MEDICAL ANTHROPOLOGY** (3) (Prereq: BANT 101 or BPSY 101 or BSOC 101. 2nd year Nursing students or permission of instructor) Socio-cultural factors in health, illness, healing and in medical systems. Cross-cultural and ethnographic evidence for public health research and program applications. (Satisfies USCB General Education Non-Western Requirement)

BANT 490 – **SELECTED TOPICS IN ARCHAEOLOGY** (3). Course content in research and methods varies and will be announced in the schedule of classes by subtitle. Open only to juniors and seniors with permission of the instructor.

ART - Art Education (BARE)

BARE 101 - **INTRODUCTION TO ART** (3). Lectures in art appreciation introducing the elements and principles of the visual arts, with examples from the history of art.

BARE 320 – **ART FOR ELEMENTARY SCHOOLS** (3). Methods of teaching art to elementary school children (Grades K-6). Major emphasis will be given to relevant studio art experiences.

BARE 330 – **ART OF CHILDREN** (3). A study of the prominent theories of children's artistic development from infancy through adolescence. Student will examine children's art from various age groups and apply theoretical explanations to these observations.

BARE 340 – **SCHOOL ARTS PROGRAM** (3). (Coreq: BARE 341) An introduction to Art Education as a profession. Students examine the historical development of art education, current issues and trends and prominent rationales for including art in schools.

BARE 341 – **ART EDUCATION INTERNSHIP** (3). (Coreq: BARE 340) A series of guided pre-professional laboratory experiences featuring "Hands on" teaching experiences designed to introduce students to the practice of teaching art in elementary, middle and secondary schools.

BARE 350 – **METHODS FROM INCORPORATING NEW MEDIA IN ART EDUCATION** (3). Applications of new media such as digital photography, sound and other interactive hypermedia for the art classroom. Emphasis on integrating art production with art history, art criticism and aesthetics.

BARE 399 - **INDEPENDENT STUDY** (3-9). (Prereq: consent of instructor and department chair) Contract approval by instructor, advisor, Department Chair and Executive Vice Chancellor for Academic Affairs is required.

ART - Art History (BARH)

BARH 105 - **HISTORY OF WESTERN ART I** (3). Survey of the major monuments and trends in the history of painting, sculpture and architecture from prehistory to the Middle Ages.

BARH 106 - **HISTORY OF WESTERN ART II** (3). Survey of the major monuments and trends in the history of painting, sculpture and architecture from the Early Renaissance to Contemporary.

BARH 315 - **HISTORY OF MEDIEVAL ART** (3). A survey of architecture, painting and sculpture in Europe during the Middle Ages.

BARH 320 - **HISTORY OF ITALIAN RENAISSANCE ART** (3). The origins and development of Renaissance painting, sculpture and architecture in Italy during the 15th and 16th centuries.

BARH 335 - **HISTORY OF 20TH CENTURY ART** (3). A survey of architecture, painting and sculpture in the 20th century.

BARH 390 - **TOPICS IN ART HISTORY** (3). Topic varies with suffix.

BARH 399 - **INDEPENDENT STUDY** (3-9). (Prereq: consent of instructor and department chair) Contract approval by instructor, advisor, Department Chair and Executive Vice Chancellor for Academic Affairs is required.

ART - Studio Art (BATS)

BATS 100 – **STUDIO ARTS FOR NON MAJORS** (3). Topics will focus primarily on two dimensional approaches to art making including drawing, design, and color theory.

BATS 102 - **INTRODUCTION TO VISUAL ARTS COMPUTING** (3). A foundations level course in the use of personal computers and discipline-related software as aids in visual design.

BATS 103 - **FUNDAMENTALS OF ART** (3). Introduction to visual thinking and principles of two-dimensional design.

BATS 104 - **3-DIMENSIONAL DESIGN I** (3). Introduction to visual thinking and principles of three-dimensional design.

BATS 107 - **COLOR AND COMPOSITION** (3). (Prereq: BATS 103) Color, color theory and compositional systems

BATS 111 - **BASIC DRAWING I** (3). Introduction to the materials and basic techniques of drawing.

BATS 112 - **BASIC DRAWING II** (3). (Prereq: BATS 111) Introduction to the materials and basic techniques of drawing.

BATS 210 - **INTRODUCTION TO PAINTING** (3). (Prereq: BATS 103, 111, 112, or consent of instructor) An introductory course in the materials and techniques of painting.

BATS 211 - **INTRODUCTION TO WATERCOLOR** (3). An introduction to the transparent American watercolor technique.

BATS 215 - **INTRODUCTION TO PRINTMAKING** (3). (Prereq: BATS 103, 111, 112, or consent of instructor) An introductory course in printmaking with emphasis on relief processes.

BATS 220 – **BEGINNING CERAMICS** (3). (Prereq: BATS 104) An introduction to the materials and techniques of ceramics through hand-building and throwing on the wheel.

BATS 225 - **INTRODUCTION TO THREE-DIMENSIONAL STUDIES** (3). (Prereq: BATS 104 or consent of instructor) An introductory course in the concepts, materials and techniques of three-dimensional media.

BATS 232 - **FIGURE STRUCTURE I** (3). (Prereq: BATS 111, 112; or consent of instructor) The structural nature of figure, with emphasis on the translation of form in space onto a two-dimensional surface.

BATS 233 - **FIGURE STRUCTURE II** (3). (Prereq: ARTS 232 or consent of instructor) Continuation of BATS 232 with increased emphasis on anatomy

BATS 245 – **GRAPHIC DESIGN I** (3). (Prereq: BATS 102 AND BATS 103) The basics of visual communication, including formal issues, fundamental communication principles, image development, and relevant digital applications.

BATS 246 – **GRAPHIC DESIGN II** (3). (Prereq: BATS 245) Digital production studio techniques for graphic design with a focus on typography and word/image relationships. Additional emphases includes: design issues, fundamental communication principles, image development, and relevant digital applications.

BATS 310 - **INTERMEDIATE PAINTING I** (3). (Prereq: BATS 103, 104, 111, 112, 210, or consent of instructor) A further exploration of the materials and techniques of painting with emphasis on individual creative expression.

BATS 311 - **INTERMEDIATE PAINTING II** (3). (Prereq: BATS 310 or consent of instructor) A further exploration of the materials and techniques of painting with emphasis on individual creative expression.

BATS 315 - **INTERMEDIATE PRINTMAKING I** (3). (Prereq: BATS 103, 104, 111, 112, 215, or consent of instructor) Intaglio and lithography techniques including the execution of original works in these media.

BATS 316 - **INTERMEDIATE PRINTMAKING II** (3). (Prereq: BATS 315 or consent of instructor) Intaglio and lithography techniques including the execution of original works in these media.

BATS 330 - **INTERMEDIATE DRAWING I** (3). (Prereq: BATS 103, 104, 111, 112, or consent of instructor) Enhancing graphic richness in drawings with intellectual and visual perception as content.

BATS 331 - **INTERMEDIATE DRAWING II** (3). (Prereq: BATS 330) Contemporary cultural stimuli as the content for drawing projects. Emphasis on intellectual and emotive approaches.

BATS 362 – **INTRODUCATION TO DIGITAL PHOTOGRAPHY** (3). Focuses on creative and experimental uses of digital photography as both a visual communication tool and an art form that is related to, but separate from, traditional silver based photography. Student will be required to solve a sequenced series of visual problems as a means of exploring and mastering a variety of photographic methodologies and techniques.

BATS 399 - **INDEPENDENT STUDY** (3-9). (Prereq: consent of instructor and department chair) Contract approval by instructor, advisor, Department Chair and Executive Vice Chancellor for Academic Affairs is required.

BATS 410 - **ADVANCED PAINTING I** (3). (Prereq: BATS 311) The student is given further opportunity to develop according to his/her own interests.

BATS 411 - **ADVANCED PAINTING II** (3). (Prereq: BATS 410) The student is given further opportunity to develop according to his/her own interests.

BATS 415 - **ADVANCED PRINTMAKING I** (3). (Prereq: BATS 316) The processes and materials of making fine prints.

BATS 416 - **ADVANCED PRINTMAKING II** (3). (Prereq: BATS 415) The processes and materials of making fine prints.

BATS 430 - **ADVANCED DRAWING I** (3). (Prereq: BATS 331) Development of a thematic approach to drawing in a series of individual and group generated artworks.

BATS 431 - **ADVANCED DRAWING II** (3). (Prereq: BATS 430) Development of highly individualized content in a series of drawings.

BATS 490 - **SENIOR SEMINAR** (3). A capstone course including a group exhibition and the topics of: portfolios, cover letters, curriculum vitaes, artist resumes, and artist statements. Marketing strategies and preparation for graduate studies will also be discussed. All Art Majors are required to register for the Senior Seminar in their senior year.

ASTRONOMY (BAST)

BAST 111 - **DESCRIPTIVE ASTRONOMY I** (3) The universe: physical processes and methods of study. Lectures, demonstrations, and laboratory experience. Designed primarily for the non-science major.

BAST 111A - **DESCRIPTIVE ASTRONOMY IA** (1) Selected topics from BAST 111 studied in greater depth. Laboratory experience required of students who have not completed BAST 111.

BAST 211 - **DESCRIPTIVE ASTRONOMY II** (3) (Prereq or Coreq: BAST 111) Selected areas from BAST 111 studied in greater depth. Includes laboratory experience.

BAST 211A - **DESCRIPTIVE ASTRONOMY IIA** (1) (Prereq or Coreq: BAST 111A) Topics from BAST 111/211 studied in greater depth. Laboratory experience required of students who have not completed BAST 111.

BIOLOGICAL SCIENCES (BBIO)

BBIO 101 - **BIOLOGICAL PRINCIPLES I** (4). Introductory survey of cell structure and function, genetics and evolution. For biology majors, premed students and others needing a prerequisite in biological sciences. Three lecture hours and three laboratory hours per week.

BBIO 102 - **BIOLOGICAL PRINCIPLES II** (4). (Prereq: grade of C or better in BBIO 101, BBIO 101L) Introductory survey of plant and animal systems, principles of development, physiology, reproduction and ecology. Three lecture hours and three laboratory hours per week.

BBIO 110 - **GENERAL BIOLOGY** (4). Basic biological concepts and issues for non-biology majors. Credit may not be given for both this course and BBIO 120. Three lecture, two laboratory hours per week.

BBIO 120 - **HUMAN BIOLOGY** (3). Fundamental principles of human biology. Credit may not be given for both BBIO 110 and BBIO 120. Three lecture hours per week. Not for major credit.

BBIO 120L - **LABORATORY IN HUMAN BIOLOGY** (1). (Prereq or Coreq: BBIO 120) Exercises dealing with basic concepts of human biology. Not for major credit.

BBIO 200 - **PLANT SCIENCE** (3). An introduction to plant science for the non-major. This course does not carry major credit and is not designed as a prerequisite for other biology courses. Plant development, physiology, genetics, evolution and ecology will be considered. Three lecture hours per week.

BBIO 200L - **PLANT SCIENCE LABORATORY** (1). (Prereq or Coreq: BBIO 200) Laboratory exercises, demonstrations and audiovisual supplements to BBIO 200. Two hours per week. Not for major credit.

BBIO 230 - **MICROBIOLOGY** (3). (Prereq: college-level biology and chemistry; Coreq: BBIO 230L) An introduction to bacteria and viruses, emphasizing structure, metabolism and pathogenesis. Discussion of infectious diseases, antigen-antibody relationships and anti-microbial agents in chemotherapy. Not available for biology major credit. Three lecture hours per week.

BBIO 230L - **MICROBIOLOGY LABORATORY** (1). (Prereq or Coreq: BBIO 230) Not available for biology major credit. Three hours per week.

BBIO 232 - **ANATOMY** (3). Functional anatomy of the human body and its relation to disease processes. Not for biology major credit.

BBIO 232L - **ANATOMY LABORATORY** (1). (Coreq: BBIO 232) The principles of anatomy as demonstrated by microscopic studies and animal dissection. Three hours per week.

BBIO 234 – **HUMAN PHYSIOLOGY** (4). (Prereq: BCHM 109) Physiology of the human body, including Nervous, sensory, endocrine, muscle, circulatory, immune, respiratory, digestive, urinary and reproductive systems. Not available for biology majors' credit. 3 lecture and 2 laboratory hours.

BBIO 243 - **HUMAN ANATOMY AND PHYSIOLOGY I** (3). Functional anatomy and physiology of the human body, including the integumentary, skeletal, muscular and nervous systems. Not available for biology major credit. Three lecture hours per week.

BBIO 243L - **HUMAN ANATOMY AND PHYSIOLOGY I LABORATORY** (1). (Coreq: BBIO 243) The principles of anatomy and physiology as demonstrated by microscopic studies, animal dissection and physiological experiments. One three-hour laboratory per week.

BBIO 244 - **HUMAN ANATOMY AND PHYSIOLOGY II** (3). (Prereq: BBIO 243. Pre- or Coreq: BCHM 109 or BCHM 102) Functional anatomy and physiology of the human body, including the cardiovascular, endocrine, excretory, reproductive, digestive and respiratory systems. Not available for biology major credit. Three lecture hours per week.

BBIO 244L - HUMAN ANATOMY AND PHYSIOLOGY II LABORATORY (1). (Coreq: BBIO 244) A continuation of BBIO 243L. One three hour laboratory per week.

BBIO 270 - INTRODUCTION TO ENVIRONMENTAL BIOLOGY (3). Basic ecological principles and the impacts of human population growth and technology. Not for major credit.

BBIO 270L - INTRODUCTION TO ENVIRONMENTAL BIOLOGY LABORATORY (1). (Prereq or Coreq: BBIO 270) Demonstrations, data analyses, discussions and films relating to human ecology, resource use and environmental impact. Two hours per week. Not for major credit.

BBIO 271 – APPLIED ENVIROMENTAL SCIENCE (3). Basic ecological principles on the functions and values of natural systems and how to apply those principles to designing the built environment in concert with nature.

BBIO 301 - ECOLOGY AND EVOLUTION (3). (Prereq: BBIO 102) Concepts of evolution, populations and population interactions; communities and ecosystems. Three lecture hours per week.

BBIO 301L - ECOLOGY AND EVOLUTION LABORATORY (1). (Prereq or Coreq: BBIO 301) Experiments, exercises and demonstrations. Three hours per week.

BBIO 302 - CELL AND MOLECULAR BIOLOGY (3). (Prereq: BBIO 102; Prereq or Coreq: BCHM 333) Principles of eukaryotic cell structure, molecular organization and physiology. Genome organization and expression. Cell growth, division and cell-cell interactions. Three lecture hours per week.

BBIO 302L - CELL AND MOLECULAR BIOLOGY LABORATORY (1). (Prereq or Coreq: BBIO 302) Experiments, exercises and demonstrations. Three hours per week.

BBIO 303 - FUNDAMENTAL GENETICS (3). (Prereq: BBIO 102) Basic principles of transmission and molecular genetics; quantitative inheritance; recombination; biochemical aspects of gene function and regulation; developmental genetics and population genetics. Three lecture hours per week.

BBIO 311 – BIOLOGY OF MARINE ORGANISMS (4). (Prereq: BBIO 101, BBIO 102) Biological concepts emphasizing adaptation to marine environments. Laboratory experiments emphasize principles and techniques of marine biological study. Three lecture and three laboratory hours per week. Scheduled field trips are required.

Note: *Only after a student has completed two of BBIO 301, 302, or 303 with a grade of C or better, may s/he enroll in 399+ level courses.*

BBIO 399 - INDEPENDENT STUDY (1-6). Contract approval by instructor, advisor, Department Chair and Executive Vice Chancellor for Academic Affairs is required.

BBIO 405 - DEVELOPMENTAL BIOLOGY I (3). (Prereq or Coreq: BBIO 302) An introduction to the descriptive and experimental embryology of animals. Living and preserved specimens will be used to demonstrate the basic processes of embryogenesis. Three lecture hours per week.

BBIO 405L - DEVELOPMENTAL BIOLOGY I LABORATORY (1). (Coreq: BBIO 405) Descriptive and experimental exercises related to embryology. One three-hour laboratory per week.

BBIO 425 – MARINE PLANTS (4). (Prereq: BBIO 301) Diversity, distribution, physiology, ecology, evolution, and economic importance of marine algal, sea grass and mangrove communities. Three lecture and three laboratory hours per week. Scheduled field trips are required.

BBIO 430 - HISTOLOGY (4). (Prereq: BBIO 302) An introduction to the tissues that make up the human body. The microscopic anatomy of tissues is examined and discussed in terms of function and physiology. Three lecture hours and four laboratory hours per week.

BBIO 430 - HISTOLOGY (4). (Prereq: BBIO 302) An introduction to the tissues that make up the human body. The microscopic anatomy of tissues is examined and discussed in terms of function and physiology. Three lecture hours and four laboratory hours per week.

BBIO 431 - **BACTERIOLOGY** (3). (Prereq: BBIO 302; Coreq: BBIO 431L) Introduction to bacteria and viruses emphasizing ultra structure, physiology, genetics and growth. Discussion of public health, industrial and environmental microbiology. Three lecture hours per week.

BBIO 431L - **BACTERIOLOGY LABORATORY** (1). (Coreq: BBIO 431) Three laboratory hours per week.

BBIO 435 - **NEUROBIOLOGY** (3). (Prereq: BBIO 302 and permission of instructor) Descriptive and experimental aspects of the neural basis of behavior, emphasizing cellular and molecular mechanisms. Three lecture hours per week.

BBIO 435L - **NEUROBIOLOGY LABORATORY** (1). (Prereq: BBIO 302 and permission of instructor) Descriptive and experimental aspects of the neural basis of behavior, emphasizing cellular and molecular mechanisms. One 3-hour laboratory per week.

BBIO 441 - **PRINCIPLES OF BIOCHEMISTRY** (3). {=BCHM 450} (Prereq: CHEM 334) A survey of fundamentals of biochemistry.

BBIO 441L - **PRINCIPLES OF BIOCHEMISTRY LABORATORY** (1). {=BCHM 450L} (Prereq or Coreq: BBIO 441) Three laboratory hours per week.

BBIO 451 – **FORENSIC TECHNIQUES AND DATA ANALYSIS** (3). (Prereq: BBIO 303, BCHM 111 and BCHM 112) Current application of forensic data collection, analysis and interpretation in the legal process. Three lecture hours per week.

BBIO 460 - **GENERAL PHYSIOLOGY** (3). (Prereq: BBIO 302) Functional mechanisms of vertebrate organ systems. Three lecture hours per week.

BBIO 460L - **GENERAL PHYSIOLOGY LABORATORY** (1). (Prereq or Coreq: BBIO 460) Experiments on vertebrate organ system functions using different animal models. One four-hour laboratory per week.

BBIO 470 - **PRINCIPLES OF ECOLOGY** (3). (Prereq: BBIO 301) Interactions of organisms and the environment; ecosystem structure and functions. Three lecture hours per week.

BBIO 470L - **PRINCIPLES OF ECOLOGY LABORATORY** (1). (Prereq or Coreq: BBIO 470) Three hours per week.

BBIO 471 – **CONSERVATION BIOLOGY** (4). (Prereq: BBIO 301 or equivalent) Synthesis of current scientific trends in conservation biology. Emphasis will be placed on the preservation of biological diversity as well as its evolutionary potential. Laboratory/Seminar will review scientific literature and introduce modern molecular techniques in conservation biology and computer simulation modeling.

BBIO 475 - **MARINE ECOLOGY** (3). (Prereq: CHEM 111 and BBIO 301) Structure, dynamics and interactions between populations and communities in marine ecosystems. Three lecture hours per week.

BBIO 475L - **MARINE ECOLOGY LABORATORY** (1). (Prereq or Coreq: BBIO 475) Laboratory and field exercises in coastal environments.

BBIO 478 – **HERPETOLOGY** (4). Evolution, physiology, ecology and behavior of amphibians and reptiles. The lab portion of this course will focus on native amphibians and reptiles and their importance in local ecosystems.

BBIO 480 – **MOLECULAR MARINE ECOLOGY** (3). (Prereq: BBIO 301 and BBIO 303) Investigation of techniques and analysis of molecular data in marine organisms. Hands-on experience using molecular tools to investigate population genetic, ecological and systematic principles.

BBIO 498 - **BIOLOGICAL RESEARCH: AN INTRODUCTION** (4). (Prereq: one 300-level or higher biological laboratory and consent of instructor) Methodologies of biological research with emphasis on hypothesis formation, research design and data collection and current issues in biology. Two lecture and six laboratory hours per week.

BBIO 499 - **TOPICS IN BIOLOGY** (1-3). Current developments in biological sciences. Readings and research on selected topics. Course content varies and will be announced in the schedule of classes.

BUSINESS ADMINISTRATION - Accounting (BACC)

BACC 225 - **FUNDAMENTALS OF ACCOUNTING I** (3). (Prereq: BMTH111 with a grade of "C" or higher Coreq: BBAD 210) External financial reporting for business entities, including income measurement and determination of financial position.

BACC 226 - **FUNDAMENTALS OF ACCOUNTING II** (3). (Prereq: BACC 225 with a grade of "C" or higher, BMGS290 or BCSE101) Internal managerial and cost accounting, including budgeting, cost determination and analysis.

BACC 325 – FRAUD EXAMINATION (3). (Prereq: BACC 226) An overview of the different types of fraud, how and why they are committed, and the methodology for investigating and resolving allegations of fraud. Special emphasis is placed on detection and deterrence.

BACC 335 - **SURVEY OF FEDERAL TAXATION** (3). (Prereq: Grade of "C" or higher in BACC 226) Federal tax law and preparation of individual income tax returns.

BACC 345 – ACCOUNTING INFORMATION SYSTEMS (3). (Prereq: Grade of "C" or higher in BACC 226) Accounting systems for business decision-making and effective control of the business enterprise.

BACC 355 - **COST ACCOUNTING** (3). (Prereq: Grade of "C" or higher in BACC 226) Preparation, critical analysis and use of management accounting information for purposes of strategic decision making, planning and control and performance measurement and evaluation.

BACC 425 – INTERMEDIATE ACCOUNTING I (3). (Prereq: Grade of "C" or higher in BACC 226) A detailed study of the preparation and presentation of the balance sheet, income statement, statement of retained earnings, and statement of cash flows. Includes a comprehensive analysis of financial transactions related to revenues and assets, with an emphasis on revenue recognition, and asset valuation issues.

BACC 426 – INTERMEDIATE ACCOUNTING II (3). (Prereq: BACC 425) A continuation of the detailed study of the preparation and presentation of financial statements. Problem solving techniques and the ability to structure problem solutions will be stressed.

BACC 485 – AUDITING (3). (Prereq: BACC 426 and BSTA 201) Principles of auditing necessary to evaluate the integrity of accounting systems and financial reporting.

BUSINESS ADMINISTRATION (BBAD)

BBAD 101 - **CONTEMPORARY BUSINESS** (3). The nature of American business and its goals. The course includes types of economic systems and concepts of organizing and managing businesses. Topics in management, marketing, finance and accounting will be integrated into the course. A topical survey of business issues and challenges.

BBAD 210 – FINANCIAL REASONING (3). The course will provide an introduction to the financial concepts and principles that support business analyses and decision making. The course will focus on important concepts such as: the time value of money, stock and bond valuations, and interest rates and return. In addition, the course will develop an understanding of financial statements and financial ratios.

BBAD 324 - **COMMERCIAL LAW** (3). Contracts, sales, bailments, negotiable instruments, agency, partnership and corporation. A combination of textbook and casebook methods of instruction is used.

BBAD 345 - **BUSINESS COMMUNICATIONS** (3). (Prereq: grade of C or better in BENG 102) A study of effective methods of business communications including written, oral, electronic and organizational communication.

BBAD 363 - **BUSINESS FINANCE** (3). (Prereq: BACC 226) The study of the procurement, management, and analysis of the financial wealth and resources of profit-seeking firms.

BBAD 379 - **BUSINESS ETHICS** (3). (Prereq: Junior standing) A study of the values and ethics in business, business and government relations, corporate social performance and stakeholder responsibility. Social, economic, political, technological and ecological dimensions of the external environment will be integrated.

BBAD 380 - **ENTREPRENEURSHIP** (3). (Prereq: BMKT 350, BBAD 363, BMGT 371) This course is an overall introduction to the nature and scope of entrepreneurship. The entrepreneurial process as well as the entrepreneurial profile is examined in detail. It includes the planning, financing, launching and harvesting of a new venture. Entrepreneurial strategies are discussed for all facets of the business including franchising, growth and international aspects. Application of entrepreneurship to large corporations, i.e. entrepreneurship, is also a part of the course.

BBAD 383 - **INTERNATIONAL BUSINESS** (3). (Prereq: BMKT 350, BMGT 371) Introduces the student to economic, financial, legal, political, cultural, institutional and managerial considerations associated with international business transactions.

BBAD 396 - **BUSINESS RESEARCH METHODS** (3). (Prereq: BSTA201, BBAD210) Focus is on the acquisition, use and evaluation of information from a manager's perspective. The course will include problem diagnosis, research design, questionnaire preparation, sampling plans and the collection, analysis and interpretation of data as an aid to effective and efficient managerial decisions.

BBAD 397 – TOPICS IN BUSINESS (1-3) Study of varied business areas and issues that are not covered in existing course offerings. Course may be taken twice with different topics for a maximum of 6 credit hours.

BBAD 399 - **INDEPENDENT STUDY** (3–6). (Prereq: Junior standing and an approved contract with instructor) The maximum number of independent study hours a student may earn in business is limited to six. Contract approval by instructor, advisor, Department Chair and Executive Vice Chancellor for Academic Affairs is required.

BBAD 429 - **INTERNSHIP** (3–6). (Prereq: Junior standing, 2.5 GPA, BMKT 350, BBAD 345 and an approved contract with the Internship Coordinator) This course provides students in all disciplines with the opportunity to reinforce classroom learning by working in their discipline in a supervised business environment. This course may be repeated with the approval of the Department Chair and the student's academic advisor.

BUSINESS ADMINISTRATION - Economics (BECO)

BECO 101 - **CONSUMER ECONOMICS** (3). This introductory survey course provides students with an understanding of the basic elements of consumer economics and personal finance. The course is designed to assist students in becoming informed, rational, decision-makers. Topics include planning and budgeting, credit, consumer rights, consumers and markets, marginal analysis and taxes.

BECO 221 - **MICROECONOMICS** (3). Microeconomic analysis theory of the firm, market structure, cost and output determination; market pricing; income distribution and international economics.

BECO 222 - **MACROECONOMICS** (3). Macroeconomic analysis: basic definitions and concepts: mechanics of pricing and the fundamentals of American capitalism; national income economics, income and employment theory and monetary and fiscal policy.

BECO 301 - **MONEY AND BANKING** (3). (Prereq: BECO 221 and 222) The role of money in the market economy. Commercial banks, the Federal Reserve System and monetary policy.

BECO 303 - **THE INTERNATIONAL ECONOMY** (3). (Prereq: BECO 221 and 222) Survey of international economic issues and institutions, from a historical point of view including the interconnections of economies around the world.

BECO 311 - **ISSUES IN ECONOMICS** (3). (Prereq: BECO 221 and 222) The nature and causes of major economic problems facing the nation and its communities and policy alternatives designed to solve them. The philosophy and methodology of economics in social problem solving.

BECO 330 - **BEAUFORT ECONOMY: PAST, PRESENT, FUTURE** (3). (Prereq: BECO 221 and 222) (Offered only in Maymester) We will explore the history of Beaufort County using economic models to understand how and why the Beaufort economy has changed and how the local economy will likely evolve over time. The goal of this course is to get students to understand market forces, the importance of capital, government, leadership and the dynamics of economic change.

BECO 364 - **FINANCIAL INSTITUTIONS** (3). (Prereq: BECO 221 and 222) A study of the functions and operations of financial institutions and their relationships to the commercial banking system and the general economy. Attention is devoted to savings institutions, insurance companies, rural and urban real estate credit, consumer credit and associated topics.

BECO 406 - **LABOR ECONOMICS** (3). (Prereq: BECO 221 and 222) A study of labor market institutions, trends in labor market activity and the effects of government policy on the labor market.

BUSINESS ADMINISTRATION - Management (BMGT)

BMGT 300 - **CAREERS IN BUSINESS** (3). (Prereq: Junior standing) An introduction to career opportunities and the career placement process in business.

BMGT 371 - **PRINCIPLES OF MANAGEMENT AND LEADERSHIP** (3). (Prereq: Junior standing) A comprehensive survey of the basic principles of management and leadership applicable to all forms of business. The course provides the student with a basis for thinking about complex business situations in the framework of analysis of the management and leadership process.

BMGT 374 - **HUMAN RESOURCE MANAGEMENT** (3). (Prereq: Junior standing) A development of an understanding of personnel administration as a staff function through a study of modern-day concepts and practices. Topics include: research and standards, employment, training and education, safety and health, employee services and industrial relations.

BMGT 376 - **ORGANIZATION BEHAVIOR** (3). (Prereq: Junior standing) A study of the process of integrating people into a work situation that motivates them to work together productively, cooperatively and with economic, psychological and social satisfaction.

BMGT 378 - **LABOR RELATIONS** (3). (Prereq: Junior standing) A study of the development and methods of labor unions and employee associations in organization. Labor disputes, collective bargaining techniques, contents of contracts and public policies are analyzed from the standpoints of economics and law. Topics covered in detail include employee representation, company unions, strikes, boycotts, lockouts and trade agreements.

BMGT 380 - **EMPLOYMENT LAW** (3). (Prereq: BMGT 374) – This course surveys the laws that govern the employment relationship between employers and employees including employment-at-will, contractual arrangements, discrimination, compensation, employee safety and health and privacy protections. Labor law is covered briefly so that it can be understood in the context of other employment law.

BMGT 390 - **MANAGEMENT INFORMATION SYSTEMS** (3). (Prereq: BMGS 290 or satisfactory completion of Computer Applications Proficiency Exam) A study of the concepts, interactions and functions of major business systems with particular emphasis on the problems and issues related to computer based systems. Included are concepts of designing information systems, collecting and processing data, reporting results of operations and controlling the business organization.

BMGT 401 - **TOPICS IN ENTREPRENEURSHIP** (3). (Prereq: BMKT 350, BMGT 376) Relevant selected issues and topics of interest in management. Issues and concepts of the business world are explored with film profiles, case histories and readings.

BMGT 403 - **LEADERSHIP IN ORGANIZATIONS** (3). (Prereq: BMGT 376) Reviews research and practice in organizational leadership; provides students with self-assessment, developmental exercises and case studies to prepare for leadership roles.

BMGT 404 - **PAY, REWARDS AND COMPENSATION MANAGEMENT** (3). (Prereq: BMGT 374) An examination of how organizations use pay and other types of rewards (both intrinsic and extrinsic) to affect employee motivation and behavior.

BMGT 405 - **STAFFING, TRAINING AND DEVELOPMENT** (3). (Prereq: BMGT 374) An examination of how organizations can improve workforce quality by making effective use of recruiting and selection processes. Attention is also given to the training and development of new hires and to legal issues that surround the staffing process.

BMGT 411 - **INTERNATIONAL MANAGEMENT** (3). (Prereq: Junior standing) This course will apply the basic principles of management and leadership to the firm operating internationally. Emphasis is placed on the management functions of leading, planning, organizing and controlling, as well as the conduct of labor relations, within the framework of a multicultural environment.

BMGT 473 - **MANAGEMENT AND OPERATIONS OF SMALL BUSINESS** (3). (Prereq: BMKT 350, BMGT 376) Analysis of the management and operations of a small business. The course includes the study of an existing small business. The areas of management, finance, marketing and credit as they apply to a small business are studied.

BMGT 474 - **ADVANCED MANAGEMENT OF HUMAN RESOURCES** (3). (Prereq: BMGT 374 and 376) This course covers in detail topics from BMGT 374. Involves students in problem-solving activities and in-depth analysis of cases, using concepts from BMGT 374 and 376.

BMGT 475 - **PRODUCTION/OPERATIONS MANAGEMENT** (3). (Prereq: BMGT 376, BSTA 201) A study of the strategic, operating and control decisions involved in manufacturing and service organizations. Topics include forecasting, process development, production technology, resource allocation, facility planning, facility layout, planning systems, inventory systems, resource requirements planning systems, shop floor planning, scheduling operations, just-in-time manufacturing, materials management, productivity control, quality management, quality control, project management and lean Six Sigma.

BMGT 476 – SUPPLY CHAIN MANAGEMENT: A LOGISTICS PERSPECTIVE (3) (Prereq: BMGT 475) A strategic managerial emphasis that combines strategy

BMGT 477 - **ORGANIZATION THEORY** (3). (Prereq: BMGT 376) A conceptual framework for the orderly analysis of management functions through studies in organization planning and control theories.

BMGT 478 - **STRATEGIC MANAGEMENT** (3). (Prereq: BMKT 350, BBAD 363, BMGT 376 and Senior standing) A study of the strategic management process and of the formulation and application of functionally integrated business policy by top management. Emphasis is on decision-making in the face of changing conditions.

BMGT 488 - BUSINESS SIMULATION (3). This course is designed to integrate multiple areas of specialization within a "simulated" business environment. Students will have the opportunity to formulate, develop, and implement strategic issues and concepts for a "simulated" company. Students will also apply strategic knowledge to financial markets as a means to understand the interaction of various market variables.

BMGT 498 - **STRATEGIC HUMAN RESOURCE MANAGEMENT** (3). (Prereq: BMGT 374, BMGT 380, BMGT 404 and BMGT 405) A comprehensive analysis of strategic Human Resource Management's participation in the strategic planning process.

BUSINESS ADMINISTRATION - Management Science (BMGS)

BMGS 290 - **COMPUTER INFORMATION SYSTEMS IN BUSINESS** (3). Concepts and techniques of business problem solving using microcomputers. Introduction to the PC operating environment, basic information system concepts and spreadsheet, presentation, database and word processing software.

BUSINESS ADMINISTRATION - Marketing (BMKT)

BMKT 350 - **PRINCIPLES OF MARKETING** (3). (Prereq: BECO 221) Principles and concepts underlying marketing functions, including the conception, pricing, promotion and distribution of products and services and the role of marketing in society.

BMKT 352 - **INTRODUCTION TO MARKETING RESEARCH** (3). (Prereq: BMKT 350, BSTA 201) Investigates the theory and practice of marketing research with emphasis on the problem-oriented nature of marketing research and how research activities are implemented by marketing researchers and used by managers.

BMKT 453 - **SALES MANAGEMENT** (3). (Prereq: BMKT 350) This course is intended to provide the student with an understanding of the fundamentals of sales management including the recruitment, training, motivation, compensation and evaluation of a sales force.

BMKT 454 - **MARKETING COMMUNICATIONS AND STRATEGY** (3). (Prereq: BMKT 350) Integration of advertising, sales promotion, and point-of-purchase communications toward the goal of enhancing brand equity.

BMKT 455 - **CONSUMER BEHAVIOR** (3). (Prereq: BMKT 350) The principal objective of study is the consumer decision process as examined in a marketing context. Selected concepts from psychology, sociology, anthropology and behavioral disciplines are analyzed to develop the student's ability to understand and predict reactions of consumers to marketing decisions.

BMKT 457 - **PERSONAL SELLING AND SALES** (3). (Prereq: BMKT 350) This course is a comprehensive survey of the basic process of personal selling and sales management applicable to all forms of business. The course is intended to provide the student with a basis for developing personal selling skills as well as understanding the fundamentals of sales management.

BMKT 465 – MARKETING STRATEGY AND PLANNING (3). (Prereq: BMKT 352) Management of marketing organizations and integration of functions, with emphasis on planning and designing strategies and applying tools and techniques for problem solving and decision making.

CHEMISTRY (BCHM)

BCHM 101 - **FUNDAMENTAL CHEMISTRY I** (4). Three lecture, one recitation and two laboratory hours per week. A science elective surveying inorganic and solution chemistry. First of a terminal two-semester sequence.

BCHM 102 - **FUNDAMENTAL CHEMISTRY II** (4). (Prereq: 1 year high school chemistry, BCHM 101, 111, or equivalent) Three lecture, one recitation and two laboratory hours per week. An introductory survey of organic and biochemistry.

BCHM 105 - **CHEMISTRY AND MODERN MAN I** (3). A conceptual and qualitative approach to chemistry, its evolution, achievements and goals and its impact on technology, the environment and modern life and thought. (Specifically designed for non-science majors.) Three lecture hours per week.

BCHM 106 - **CHEMISTRY AND MODERN MAN II** (3). (Prereq: CHEM 105) A continuation of Chemistry 105. Three lecture hours per week.

BCHM 106L - **CHEMISTRY AND MODERN MAN LABORATORY** (1). (Prereq: CHEM 105; Coreq: CHEM 106) Laboratory associated with CHEM 106. Three hours of laboratory per week.

BCHM 109 - **CHEMISTRY OF LIVING THINGS** (4). (Prereq: BMTH 111L or higher.) Chemical principles including the structure of and energy associated with matter; quantitative kinetic and equilibrium analysis of chemical and physical processes. Structure and function of biological macromolecules and the molecular basis of inheritance are surveyed. Specifically designed for non-science majors. Cannot receive credit for both BCHM 101 and 109. Three lecture, one recitation and two laboratory hours per week.

BCHM 111 - **GENERAL CHEMISTRY I** (4). (Prereq: BMTH 111 or 115) Three lecture, one recitation and two laboratory hours per week. A survey of the principles that underlie all chemistry with applications illustrating these principles.

BCHM 112 - **GENERAL CHEMISTRY II** (4). (Prereq: BMTH 111 or 115 and a grade of C or better in BCHM 111) A continuation of BCHM 111. Special emphasis on chemical equilibrium. Three lecture, one recitation and three laboratory hours per week.

BCHM 118 - **COMPUTATIONAL CHEMISTRY I** (1). (Prereq or Coreq: BCHM 112) Introduction to the use of computers in solving chemical problems. One discussion and two laboratory hours per week.

BCHM 321 - **QUANTITATIVE ANALYSIS** (3). (Prereq: CHEM 112; Coreq: CHEM 321L) Gravimetric, volumetric and introductory instrumental analysis. Three lecture and one recitation hours per week.

BCHM 321L - **QUANTITATIVE ANALYSIS LABORATORY** (1). (Coreq: CHEM 321) Three laboratory hours per week.

BCHM 331L - **ESSENTIALS OF ORGANIC CHEMISTRY LABORATORY I** (1). (Prereq or Coreq: BCHM 333) Laboratory safety, syntheses, separation and purification of carbon compounds. For non-majors.

BCHM 332L - **ESSENTIALS OF ORGANIC CHEMISTRY LABORATORY II** (1). (Prereq: BCHM 331L or, with permission of instructor. BCHM 333L; Prereq or Coreq: BCHM 334) Continuation of BCHM 331L. Spectroscopic identification of carbon compounds. For non-majors. Three laboratory hours per week.

BCHM 333 - **ORGANIC CHEMISTRY I** (3). (Prereq: BCHM 112) Contemporary theories, nomenclature, reactions, mechanisms and syntheses of carbon compounds. Three lecture hours per week.

BCHM 333L - **COMPREHENSIVE ORGANIC CHEMISTRY LABORATORY I** (2). (Prereq or Coreq: BCHM 333) Laboratory safety, synthesis, separation and purification of carbon compounds. Six laboratory hours per week.

BCHM 334 - **ORGANIC CHEMISTRY II** (3). (Prereq: BCHM 333, or with permission of instructor, BCHM 331) Continuation of BCHM 333. Required for chemistry majors. Three lecture hours per week.

BCHM 334L - **COMPREHENSIVE ORGANIC CHEMISTRY LABORATORY II** (2). (Prereq: BCHM 332L or 333L; Prereq or Coreq: BCHM 334) Continuation of BCHM 333L. Spectroscopic identification of carbon compounds. Six laboratory hours per week.

BCHM 399 - **INDEPENDENT STUDY** (1-3). Contract approval by instructor, advisor, Department Chair and Executive Vice Chancellor for Academic Affairs is required.

BCHM 450 - **PRINCIPLES OF BIOCHEMISTRY** (3). {=BBIO 441} (Prereq: CHEM 334) A survey of fundamentals of biochemistry.

BCHM 450L - **PRINCIPLES OF BIOCHEMISTRY LABORATORY** (1). {=BBIO 441L} (Prereq or Coreq: BCHM 450) Three laboratory hours per week.

BCHM 496 - **UNDERGRADUATE RESEARCH** (3). (Prereq: consent of instructor) Introduction to the methods of chemical research. A written report on work accomplished is required at the end of each semester. Nine hours of library and laboratory per week.

COMPARATIVE LITERATURE (BCMP)

BCMP 290 - **GREAT BOOKS OF THE WEST** (3). {=BENG 290}   Selected masterpieces of Western literature, with emphasis on non-English language texts in translation which are foundational to literature in English, including works by Homer, Dante, Cervantes, Voltaire, Goethe and Flaubert.

BCMP 291 - **INTRODUCTION TO NON-WESTERN LITERATURE** (3). {=BENG 291} Selected masterpieces of non-western literature. Works may range from antiquity to the present. (Satisfies USCB General Education Non-Western Requirement)

BCMP 381 - **THE RENAISSANCE** (3). {=BENG 381} Literature of the Renaissance, in its cultural contexts, explored through representative works.

BCMP 382 - **THE ENLIGHTENMENT** (3). {=BENG 382} Literature of the Enlightenment in its cultural contexts, explored through representative works.

BCMP 384 - **REALISM** (3). {=BENG 384} Literature of Realism in its cultural contexts, explored through representative works.

BCMP 385 - **MODERNISM** (3). {= BENG 385} Literature of Modernism in its cultural contexts, explored through representative works.

BCMP 386 - **POSTMODERNISM** (3). {=BENG 386} Literature of Postmodernism in its cultural contexts, explored through representative works.

BCMP 395 - **CLASSICAL DRAMA** (3). {=BENG 395} Representative plays by Greek and Roman dramatists.

BCMP 397 - **MODERN EUROPEAN DRAMA** (3). {=BENG 397} Continental plays from the mid-19th century to the present.

COMPUTER SCIENCE (BCSE)

BCSE 101 - **INTRODUCTION TO COMPUTER CONCEPTS** (3). (Prereq: two years of college preparatory mathematics or equivalent) History, application and social impact of computers; problem-solving, algorithm development, applications software and programming in a procedural language. Open to all majors.

BCSE 102 - **GENERAL APPLICATIONS PROGRAMMING HTML & JAVASCRIPT** (3). (Prereq: two years of college preparatory mathematics) Introduction to systematic computer problem-solving and programming for a variety of applications. Open to all majors.

BCSE 104 – **COMPUTING IN MATLAB** (3). (Prereq: two years of college preparatory mathematics). Develop a basic competence in scientific computing using the Matlab programming language. Previous programming experience is not required.

BCSE 145 – **JAVA PROGRAMMING ALGORITHMIC DESIGN I** (4). (Prereq: Placement in BMTH 141 or grade of C or better in BMTH 115) Problem solving, algorithmic design and programming. Three lectures and two laboratory hours per week. Open to all majors.

BCSE 146 - **ALGORITHMIC DESIGN II** (4). (Prereq: Grade of C or better in BCSE 145 and grade of C or better in BMTH 141 or 174; Coreq: BMTH 174) Continuation of BCSE 145. Rigorous development of algorithms and computer programs; elementary data structures. Three lecture hours and two laboratory hours per week. Open to all majors.

BCSE 150 – **INTRODUCTION TO COMPUTATIONAL SCIENCE** (3). (Prereq: BCSE 102 and BMTH 141) Topics include computing theories, programming languages, modeling/simulation and visualization tools, and case studies of problem solving and high performance computing in natural sciences.

BCSE 209 - **SPECIAL TOPICS IN COMPUTER PROGRAMMING** (1-3). Programming and application development using selected programming languages. Course content varies and will be announced in the schedule of classes by suffix and title.

BCSE 211 - **DIGITAL LOGIC DESIGN** (3). (Prereq: BMTH 141 or 174) Number systems, Boolean algebra, logic design, sequential machines.

BCSE 320 - **DATABASE SYSTEMS AND MANAGEMENT** (3). (Prereq: BCSE 101 or BMGS 290) Provides foundations of database systems for students with little prior database experience; topics include relational algebra, data model, schema design and normalization, storage management, query, transaction, concurrency control and consistency.

BCSE 350 – TECHNIQUES OF COMPUTATION (3). (Prereq: BMTH 230, 242, and BCSE 146 or a high-level programming language). Introduce core techniques involved in scientific computing process; the focus is on numeric methods, data structures, and computing optimization.

BCSE 360 – OPERATING SYSTEMS (3). (Prereq: BCSE 145 or a high-level programming language). Introduction to operating systems. Topics include evolution of operating systems, components and performance, process management, memory management, file systems, security and advanced topics.

BCSE 361 – INTRODUCTION TO COMPUTER NETWORKS (3). (Prereq: BCSE 145 or a high-level programming language) Fundamental concepts in computer networks, protocols, and applications. Topics include: network architectures, transmission media, protocols, wireless networks, routing, security and latest topics.

BCSE 399 - INDEPENDENT STUDY (1-3). Contract approval by instructor, advisor, Department Chair and Executive Vice Chancellor for Academic Affairs is required.

EDUCATION - Curriculum and Instruction (BEDC)

BEDC 210 - CLINICAL OBSERVATION AND ANALYSIS (3). Clinical experience in an early childhood setting. Observation and analysis in classroom setting includes focus on the following topics: learning climate, classroom management, lesson clarity instructional variety, task orientation, leaning process, student success, and performance outcomes and higher thought processes.

BEDC 243 - RESOURCES IN TEACHING (3). (Prereq or Coreq: BEDC 210) Introduction to technological resources relevant to the teaching profession including computer technology, educational software, and telecommunications.   This course focuses on examining how applying technology in the classroom can be used to support teaching and learning and addresses the methods and materials used for technology integration.

BEDC 399 – INDEPENDENT STUDY IN EDUCATION (1-6). Contract approval by instructor, advisor, Department Chair and Executive Vice Chancellor for Academic Affairs is required.

BEDC 400 – SELECTED TOPICS IN EDUCATION (3). Intensive study of selected topics, themes, and/or interdisciplinary concerns in education. Course and content varies and will be announced in the schedule of classes by suffix and title. Topics may include: Gifted Education; Teaching English Language Learners; Play, Music and Movement in Early Childhood Education; Classroom Management, Assessment & Approaches in Differentiating Instruction, etc.

EDUCATION - Early Childhood Education (BEDE)

BEDE 340 - EDUCATION OF THE YOUNG CHILD (3). (Prereq: BEDP 333) A study of the physical, emotional, intellectual and social components of development, birth through age four and their relationship to the education of the young child birth -- four. Diagnosis and assessment of development are addressed. Programs serving young children and their families will be discussed. The administration of these programs as well as advocacy efforts are included.

BEDE 342 - CURRICULUM PLANNING AND DEVELOPMENT IN EARLY CHILDHOOD EDUCATION (3). This curriculum course is designed for prospective teachers in the nursery, kindergarten and primary schools. The course explores various issues involved in the development and education of children from the ages of four to eight. Attention is given to learning activities, materials and equipment suitable for teaching at this level. Emphasis is given to appropriate methods for assessment of children aged four through eight and to the relationship of various subject areas to the physical, social, emotional and cognitive development of the child. Philosophy, history of early childhood education, classroom management, societal influences, parental involvement and community resources are included.

BEDE 345 - FAMILY LIFE IN EARLY CHILDHOOD (3). (Prereq: BEDP 333, admission to Professional Program in Education) Principles, practices and content of family life and family-school relations as related to young children's learning and development in various settings during the early childhood years, birth

through eight. This course will provide a foundation for using family life knowledge in relating to young children and families in effective ways.

BEDE 435 ‑ MATH EXPERIENCES IN EARLY CHILDHOOD EDUCATION (3). (Prereq: BEDC 210, Admission to Professional Program in Education or permission of Department Chair; Coreq: BEDE 435P). This methods course includes the basic content of the academic area of mathematics to be presented to PreK - 3rd grade children. Developmentally appropriate experiences, learning activities, materials and equipment to aid in the development of math concepts in young children are presented. Diversity-related influences and needs of exceptional learners are also addressed.

BEDE 435P ‑ PRACTICUM IN TEACHING MATHEMATICS IN EARLY CHILDHOOD EDUCATION (1). (Prereq: BEDC 210, admission to the Professional Program in Education or permission of Department Chair; Coreq: BEDE 435). Supervised clinical experience in an early childhood setting. Observation and participation in a classroom setting is required with a focus on math learning experiences, materials and equipment. Seminar and group discussions are included.

BEDE 436 – SCIENCE AND SOCIAL STUDIES EXPERIENCES IN EARLY CHILDHOOD EDUCATION (3). (Prereq: BEDC 210, Admission to Professional Program in Education or permission of Dept Chair; Coreq: BEDE 436P). This methods course includes the basic content in the inquiry areas of science and social studies to be presented to PreK - 3rd grade children. Developmentally appropriate inquiry experiences, learning activities, materials and equipment are presented. Diversity-related influences and needs of exceptional learners are also addressed.

BEDE 436P ‑ PRACTICUM IN TEACHING SCIENCE AND SOCIAL STUDIES IN EARLY CHILDHOOD EDUCATION (1). (Prereq: BEDC 210, admission to the Professional Program in Education or permission of Department Chair; Coreq: BEDE 436) Supervised clinical experience in an early childhood setting. Observation and participation in a classroom setting is required with a focus on science and social studies inquiry learning experiences, materials and equipment. Seminar and group discussions are included.

BEDE 444 ‑ LANGUAGE DEVELOPMENT AND COMMUNICATIVE SKILLS (3) (Prerequisite: admission to Professional Program in Education; Co-requisite: BEDE 444P). This course deals with the relationship of language development and thinking to teaching communicative skills to young children. Specific areas covered include activities across the language arts curriculum strands: reading, writing, listening, speaking, viewing and visually representing.

BEDE 444P ‑ PRACTICUM IN TEACHING LANGUAGE, COMMUNICATION AND CRITICAL THINKING IN EARLY CHILDHOOD EDUCATION (1). (Prereq: BEDC 210, admission to Professional Program in Education or permission of Department Chair; Coreq: BEDE 444.) Supervised clinical experience in an early childhood setting. Observation and participation in classroom setting is required with a focus on language, communication and critical thinking skills learning experiences, materials and equipment. Seminars and group discussions included.

BEDE 469 ‑ INTERNSHIP IN EARLY CHILDHOOD EDUCATION (12). (Prereq: admission to Professional Program in Education and Internship.) A program of observation and teaching in the public schools under the supervision of university and public school personnel.

BEDE 476 ‑ SENIOR SEMINAR (3). (Coreq: BEDE 469) The synthesis and critical evaluation of professional studies in early childhood education.

EDUCATION - Foundations of Administration (BEFN)

BEFN 321 ‑ FOUNDATIONS OF AMERICAN EDUCATION (3). Extensive treatment of social, political, economic and philosophical influences that have shaped public education. Study of the financial, organizational and legal aspects of education. Library assignments provide a working knowledge of professional standard references and journals.

BEFN 357 ‑ SOCIOLOGY OF EDUCATION (3). {=SOCY 357} Analysis of educational institutions, organizations, processes and their effects in contemporary society.

EDUCATION - Educational Psychology (BEDP)

BEDP 333 - **INTRODUCTION TO CHILD GROWTH AND DEVELOPMENT** (3). Basic course designed to familiarize the prospective teacher with the patterns of social, emotional, physical and intellectual growth of the individual. Development of these growth patterns from the prenatal stage to the onset of adolescence.

BEDP 334 - **ADOLESCENT GROWTH AND DEVELOPMENT** (3). The study of adolescent physical, intellectual and emotional development. Particular emphasis is placed on the social interactions of adolescents with each other and society at large.

BEDP 335 - **INTRODUCTION TO EDUCATIONAL PSYCHOLOGY** (3). (Prereq or Coreq: BEDC 210) This course will introduce pre-service teachers and education majors to psychological principles, theory and data upon which effective classroom practices are based, including general methods and techniques. A variety of teaching methods for classroom management will be considered with the focus on the teacher as a decision maker in planning, evaluation and control. Emphasis will be placed on student motivation, learning problems, individual differences ad measurement.

EDUCATION - Reading and Literature (BEDR)

BEDR 418 - **CHILDREN'S LITERATURE** (3). Reading interests of children and their curricular and developmental needs for literature are explored. The course presents basic information in the field of children's literature including authors, illustrators and appropriate reference materials.

BEDR 420 - **TEACHING READING IN EARLY CHILDHOOD EDUCATION** (3). (Prereq: BEDC 210: Coreq: BEDR 420P; Admission to Educational Professional Program or special permission of education advisor) This course will focus on the study of the various approaches to reading instruction and the place of reading in the curriculum.

BEDR 420P - **PRACTICUM IN READING** (1). (Prereq: BEDC 210: Coreq: BEDR 420; admission to Educational Professional Program or special permission of education advisor) This course provides supervised classroom and clinical experiences in teaching developmental reading. Seminars and group discussions are included.

BEDR 421 - **TEACHING READING: DIAGNOSIS AND REMEDIATION** (3). (Prereq: BEDR 420 and 420P and admission to Educational Professional Program or special permission of education advisor) Clinical and classroom aspects of teaching students with reading difficulties are explored with emphasis on testing procedures, instructional materials and teaching techniques. Issues of diagnosing and teaching based upon the state mandated testing.

EDUCATION - Exceptional Learner (BEDX)

BEDX 300 - **INTRODUCTION TO EXCEPTIONAL LEARNER** (3). A survey of the development of special education, the current legal guidelines with emphasis on public school mandates, the various clusters of exceptionalities: their definition, classification, identification, prevalence, causes, characteristics and educational needs, including mainstreaming in the regular classroom.

EDUCATION- Health, Physical Education and Recreation (BHPB)

BHPB 231 - **PERSONAL AND COMMUNITY HEALTH** (3). (Prereq or Coreq: BEDC 210) A study of the principles and practices of personal and community health and their application to the health education of the young child.

ENGLISH LANGUAGE AND LITERATURE (BENG)

BENG 101 - **COMPOSITION** (3). A course in the composing process with attention to invention, arrangement and style and closely supervised practice in reading and writing essays. (BENG 101L, or placement out of BENG 101L, is a co-requisite.)

BENG 101L - **INTENSIVE ENGLISH COMPOSITION LABORATORY** (1) Intensive practice in English composition. Special attention devoted to thesis formation, essay structure, paragraph structure, style and mechanics. (Students may place out of BENG 101L with a sufficiently high score on USCB's English Placement Test.)

BENG 102 - **COMPOSITION AND LITERATURE** (3). (Prereq: BENG 101 and 101L, each with a grade of C or higher) A course in the writing of expository and critical essays with an introduction to literature and including a research paper.

Note: *Students must complete BENG 101 and 102, or equivalent, (each with a grade of C or higher) before taking any English course at the 200 level or higher.*

BENG 190 – **INTRODUCTION TO JOURNALISM AND MEDIA STUDIES** (3). Introduction to practical skills of contributing to and running a print publication supported by analysis of various media and communication paradigms.

BENG 191 – **JOURNALISM LABORATORY** (1). Supervised participation in the production of the Tidal Tribune. May be repeated for up to 8 credits.

BENG 287 - **AMERICAN LITERATURE** (3). Survey of American literature: major authors, genres and periods. Designed for English majors.

BENG 288 - **ENGLISH LITERATURE I** (3). British poetry, drama and prose from Beowulf to the 18th century. Designed for English majors.

BENG 289 - **ENGLISH LITERATURE II** (3). British poetry, drama and prose from the 18th century to the present. Designed for English majors.

BENG 290 - **GREAT BOOKS OF THE WEST** (3). {=BCMP 290} Selected masterpieces of Western literature, with emphasis on non-English language texts in translation which are foundational to literature in English, including works by Homer, Dante, Cervantes, Voltaire, Goethe and Flaubert.

BENG 291 - **INTRODUCTION TO NON-WESTERN LITERATURE** (3). {=BCMP 291} Selected masterpieces of non-Western literature. Works may range from antiquity to the present. (Satisfies USCB General Education Non-Western Requirement)

Unless otherwise noted, students must complete one literature course at the 200-level or have the consent of the instructor before taking any upper level course.

BENG 380 - **EPIC TO ROMANCE** (3). {=BCMP 380} Comprehensive exploration of medieval and other pre-Renaissance literature using texts representative of the evolution of dominant literary forms.

BENG 381 - **THE RENAISSANCE** (3). {=BCMP 381} Literature of the Renaissance, in its cultural contexts, explored through representative works.

BENG 382 - **THE ENLIGHTENMENT** (3). {=BCMP 382} Literature of the Enlightenment in its cultural contexts, explored through representative works.

BENG 385 - **MODERNISM** (3). {=BCMP 385} Literature of Modernism in its cultural contexts, explored through representative works.

BENG 386 - **POSTMODERNISM** (3). {=BCMP 386} Literature of Postmodernism in its cultural contexts, explored through representative works.

BENG 388 - **HISTORY OF LITERARY CRITICISM AND THEORY** (3) Representative theories of literature from Plato through the 20th century.

BENG 395 - **CLASSICAL DRAMA** (3). {=BCMP 395} Representative plays by Greek and Roman dramatists.

BENG 397 - **MODERN EUROPEAN DRAMA** (3). {=BCMP 397} Continental plays from the mid-19th century to the present.

BENG 399 - **INDEPENDENT STUDY** (3-9). (Prereq: consent of instructor) Contract approval by instructor, advisor, Department Chair and Executive Vice Chancellor for Academic Affairs is required.

BENG 401 - **CHAUCER'S WORKS** (3). Chaucer's works, with special attention to *the Canterbury Tales.*

BENG 402 – **TUDOR LITERATURE** (3). Poetry and prose of the 16th century.

BENG 403 – **17TH CENTURY LITERATURE** (3). Poetry and prose of the 17th century.

BENG 405 – **EARLY SHAKESPEARE** (3). Shakespeare's early poetry and plays, with representative works by his contemporaries.

BENG 406 – **LATE SHAKESPEARE** (3). Shakespeare's late poetry and plays, with representative works by his contemporaries.

BENG 407 - **MILTON** (3). Milton's works, with special attention to *Paradise Lost.*

BENG 411 - **BRITISH ROMANTIC LITERATURE** (3). Poetry and prose of the English Romantic period.

BENG 412 - **VICTORIAN LITERATURE** (3). Poetry and prose from the 1830s to the end of the century.

BENG 413 - **MODERN ENGLISH LITERATURE** (3). Poetry and prose of the 20th century.

BENG 419 - **TOPICS IN ENGLISH LITERATURE** (3). Intensive study of selected topics. May be repeated for credit under a different suffix.

BENG 421 - **AMERICAN LITERATURE 1830-1860** (3). Poetry and prose of the American Romantic period.

BENG 422 - **AMERICAN LITERATURE 1860-1910** (3). Poetry and prose from the Civil War to the early modern era.

BENG 423 - **MODERN AMERICAN LITERATURE** (3) Poetry and prose from 1910 to 1945.

BENG 424 - **AMERICAN DRAMA** (3). Representative plays from the 18th century to the present.

BENG 425A - **THE AMERICAN NOVEL TO 1914** (3). Representative novels from the 18th century to World War I.

BENG 425B - **THE AMERICAN NOVEL SINCE 1914** (3). Representative novels from 1914 to the present.

BENG 426 - **CONTEMPORARY AMERICAN LITERATURE** (3). Poetry and prose from 1945 to present.

BENG 427 - **SOUTHERN LITERATURE** (3). Representative works of Southern writers.

BENG 428 - **AFRICAN-AMERICAN LITERATURE** (3). Representative works of African-American writers.

BENG 429 - **TOPICS IN AMERICAN LITERATURE** (3). Intensive study of selected topics. May be repeated for credit under a different suffix.

BENG 437 - **WOMEN WRITERS** (3). Representative works written by women.

BENG 439 - **SELECTED TOPICS** (3). Intensive study of selected themes, topics, currents of thought or interdisciplinary concerns. May be repeated for credit under a different suffix.

BENG 440 - **PRINCIPLES OF MODERN LITERARY THEORY** (3). Major 20th-century approaches to texts, from New Criticism to the present.

BENG 453 - **DEVELOPMENT OF THE ENGLISH LANGUAGE** (3). {=BLIN 431} English from Indo-European through Germanic and into Old English, Middle English and Modern English. No previous knowledge of Old English or Middle English is required.

BENG 460 - **ADVANCED WRITING** (3). Extensive practice in different types of non-fiction writing.

BENG 462 - **TECHNICAL WRITING** (3). Preparation for and practice in types of writing important to scientists, engineers and computer scientists, from brief technical letters to formal articles and reports.

BENG 463 - **BUSINESS WRITING** (3). Extensive practice in different types of business writing, from brief letters to formal articles and reports. (Prereq: BENG 101 and 102, each with a grade of C or higher.)

BENG 464 - **POETRY WORKSHOP** (3). May be repeated with consent of instructor for a maximum of 6 credit hours.

BENG 465 - **FICTION WORKSHOP** (3). May be repeated with consent of instructor for a maximum of 6 credit hours.

BENG 466 – **WRITING INTERNSHIP** (1-6). (Prereq: Junior standing, 3.0 GPA, 9 hours of English 200-level or higher, and permission of instructor. Interns for journalistic positions must have passed BENG 190 with a B or better; Interns for other positions must have passed BENG 463 with a B or better.) Internship in writing, editing, proofreading, and/or research with a community organization or publication, with training in writing effectively for diverse audiences in a workplace setting. (Can be repeated for a maximum of 6 credit hours.)

BENG 472 - **CINEMA** (3). {=BTHE 472} An investigation into the aesthetics of cinema. The course will also focus on the major genres.

BENG 472L - **CINEMA LABORATORY** (0). {=BTHE 472L} Required viewing for BENG 472.

BENG 498 - **SENIOR SEMINAR: WRITING** (3). This seminar provides the capstone experience for English majors in the writing concentration. Students will work both independently and within a classroom setting to complete a substantial portfolio of poetry or prose. (Prereq: Senior standing with GPA of 3.0 within English major, 6 credits from BENG 460, 464 and 465 with grades of B or higher and departmental approval.)

BENG 499 - **SENIOR THESIS** (3). The senior thesis provides a capstone experience for English majors. Students will work independently and with the professor to complete a substantial creative or scholarly work. (Prereq: Senior standing with GPA of 3.0 within English major and departmental approval. Senior thesis for writing concentration requires additionally 6 credits from BENG 460, 464 and 465 with grades of B or higher.)

FOREIGN LANGUAGES - French (BFRE)

BFRE 109 - **BEGINNING FRENCH I** (3). Introduction to grammar and practical vocabulary necessary for fundamental communication skills. Admission to 109 restricted to those who have never studied French, who have not studied French in the previous five years, or who test into this coure in the USCB placement exam.

BFRE 110 - **BEGINNING FRENCH II** (3). (Prereq: BFRE 109 or by placement) Introduction to grammar and practical vocabulary necessary for fundamental communication skills.

BFRE 122 - **BASIC PROFICIENCY IN FRENCH** (3). (Prereq: BFRE 110 or by placement) Practice and further development of essential listening, reading, speaking and writing skills.

BFRE 209 - **READING AND WRITTEN EXPRESSION** (3). (Prereq: BFRE 122 or by placement) Readings in French; grammar, basic writing and composition.

BFRE 210 - **ORAL COMMUNICATION** (3). (Prereq: BFRE 122 or by placement) Practice in conversation involving authentic listening materials; vocabulary building.

BFRE 290 - **FRENCH LITERATURE IN TRANSLATION** (3). Readings and discussion in English, with consideration of the cultural context.

BFRE 295 - **TOPICS IN FRENCH CULTURE** (3). (Prereq: BFRE 110 or equivalent) Intensive one-term study of a particular topic identified by suffix and title. Course taught in English.

BFRE 310 - **ADVANCED ORAL COMMUNICATION** (3). (Prereq: BFRE 210 or equivalent or consent of instructor; BFRE 209 strongly recommended) Current issues and events presented in French-language media. Discussion and presentations in French provide practice with advanced structures and idiomatic speech.

BFRE 399 - **INDEPENDENT STUDY** (3-6). (Prereq: BFRE 209 or equivalent or consent of instructor; BFRE 210 strongly recommended) Contract approval by instructor, advisor, Department Chair and Executive Vice Chancellor for Academic Affairs is required.

FOREIGN LANGUAGES - Spanish (BSPA)

BSPA 109 - **BEGINNING SPANISH I** (3). Introduction to grammar and practical vocabulary necessary for fundamental communication skills. Admission to 109 restricted to those who have never studied Spanish previously or who have placed by examination into 109.

BSPA 110 - **BEGINNING SPANISH II** (3). (Prereq: BSPA 109 or by placement) Introduction to grammar and practical vocabulary necessary for fundamental communication skills.

BSPA 122 - **BASIC PROFICIENCY IN SPANISH** (3). (Prereq: BSPA 110 or by placement) Practice and further development of essential listening, reading, speaking and writing skills. Admission either by placement examination or successful completion of BSPA 110.

BSPA 209- READING AND WRITTEN EXPRESSION (3). Prereq: BSPA 122, score on placement exam or permission of instructor) Readings in Spanish; grammar, basic writing, and composition at the intermediate level.

BSPA 210- ORAL COMMUNICATION (3). Prereq: BSPA 122, score on placement exam or permission of instructor) Practice in conversation involving authentic materials; vocabulary building at the intermediate level.

BSPA 309 - **ADVANCED CONVERSATION AND GRAMMAR** (3). (Prereq: Grade of B or better in BSPA 210 by Phase II placement exam, or consent of instructor. Department permission required for transfer students.) Advanced practice of speaking and listening in Spanish with an intensive review of Spanish grammar.

BSPA 310 - **ADVANCED COMPOSITION AND GRAMMAR** (3). (Prereq: Grade of B or better in BSPA 210 by Phase II placement exam, or consent of instructor. Department permission required for transfer students.) Advanced practice of reading and writing in Spanish with an intensive review of Spanish grammar.

BSPA 312 - **INTRODUCTION TO READING HISPANIC LITERARY TEXTS** (3). (Prereq: Placement at 300 level on Phase II placement exam, grade of C+ or better in BSPA 309, or consent of instructor. Department permission required for transfer students.) Approaches to reading literary texts through carefully selected readings from different genres.

BSPA 316 - **BUSINESS SPANISH** (3). (Prereq: Placement at 300 level on Phase II placement exam, grade of C+ or better in BSPA 309, or consent of instructor. Department permission required for transfer students.) Commercial organizations and business in Spanish-speaking countries, business correspondence, terminology and techniques in commercial transactions.

BSPA 350 - **SPANISH LANGUAGE STUDY ABROAD** (3). (Prereq: Placement at 300 level on Phase II placement exam, grade of B or better in BSPA 210, or consent of instructor. Department permission required for transfer students.) Intensive language practice in native environment with emphasis on oral skills. Instruction by native speakers; community contact and home stay. Prior placement test required. May be repeated once for credit.

BSPA 375 - **TOPICS IN HISPANIC CULTURES AND LITERATURES** (3). (Prereq: Placement at 300 level on Phase II placement exam, grade of B or better in BSPA 210 or consent of instructor. Department permission required for transfer students.) Course content varies and will be announced in the schedule of classes by suffix and title. May be repeated once for credit. Taught in Spanish.

BSPA 380 - **HISPANIC FILM AND CULTURE** (3). (Prereq: Placement at 300 level on Phase II placement exam, grade of C+ or better in BSPA 309, or consent of instructor. Department permission required for transfer students.) Interpretation of contemporary Hispanic culture through selected Spanish or Spanish-American films. A: Spanish film; B: Spanish-American film. (Satisfies USCB General Education Non-Western Requirement)

BSPA 398 - **SELECTED TOPICS** (3). (Prereq: Placement at 300 level on Phase II placement exam, grade of B or better in BSPA 210, or consent of instructor. Department permission required for transfer students.) Intensive study of selected topics of the Hispanic world. May be repeated for credit under different suffix. Taught in English.

BSPA 399 - **INDEPENDENT STUDY** (3-6). (Prereq: Placement at 300 level on Phase II placement exam, grade of B or better in BSPA 210, or consent of instructor. Department permission required for transfer students.) Contract approval by instructor, advisor, Department Chair and Executive Vice Chancellor for Academic Affairs is required.

BSPA 400 - **SPANISH CIVILIZATION I** (3). (Prereq: Placement at 300 level on Phase II placement exam, grade of B or better in BSPA 210, or consent of instructor.) Lectures, readings and visuals on Spanish civilization and its cultural heritage from the Middle Ages to 1700.

BSPA 401 - **SPANISH AMERICAN CIVILIZATION I** (3). (Prereq: Placement at 300 level on Phase II placement exam, grade of B or better in BSPA 210, or consent of instructor.) Lectures, readings and visuals on Spanish American civilization and its cultural heritage from the Pre-Columbian Era to Independence.

BSPA 402 - **SPANISH CIVILIZATION II** (3). (Prereq: Placement at 300 level on Phase II placement exam, grade of B or better in BSPA 210, or consent of instructor.) Lectures, readings and visuals on Spanish civilization and its cultural heritage from the 18th century to the present day.

BSPA 403 - **SPANISH AMERICAN CIVILIZATION II** (3). (Prereq: Placement at 300 level on Phase II placement exam, grade of B or better in BSPA 210, or consent of instructor.) Lectures, readings and visuals on Spanish American civilization and its cultural heritage from Independence to the present day.

BSPA 404 - **LITERARY TENDENCIES AND MASTERPIECES OF SPAIN I** (3). (Prereq: BSPA 312 or consent of instructor) A survey of the masterworks and literary tendencies of Spain from the Middle Ages to the 17th century.

BSPA 405 - **LITERARY TENDENCIES AND MASTERPIECES OF SPANISH AMERICA I** (3). (Prereq: BSPA 312 or consent of instructor) A survey of the masterworks and literary tendencies of Spanish America from the Pre-Columbian Era to Independence.

BSPA 406 - **LITERARY TENDENCIES AND MASTERPIECES OF SPAIN II** (3). (Prereq: BSPA 312 or consent of instructor) A survey of the masterworks and literary tendencies of Spain from the 18th century to present day.

BSPA 407 - **LITERARY TENDENCIES AND MASTERPIECES OF SPANISH AMERICA II** (3). (Prereq: BSPA 312 or consent of instructor) A survey of the masterworks and literary tendencies of Spanish America from Independence to present day.

BSPA 417 - **ADVANCED SPANISH FOR BUSINESS AND THE PROFESSIONS** (3). (Prereq: BSPA 316 or consent of instructor) Vocabulary, concepts and oral/written skills necessary to communicate effectively in

the social, cultural, or economic infrastructure of Hispanic countries. Introduction to the use of technology for the acquisition and processing of materials relevant to students' professional goals.

BSPA 499 - **SENIOR SEMINAR** (3). (Prereq: Placement at 300 level on Phase II placement exam, grade of C+ or better in at least one cultural history course (BSPA 400, 401, 402 or 403) and in at least one literature course (BSPA 404, 405, 406, or 407), or consent of instructor) A special seminar devoted to the in-depth study of selected subjects in Hispanic literature, culture, or language. Required for the intensive major in Spanish.

GEOGRAPHY (BGEO)

BGEO 121 - **WORLD REGIONAL GEOGRAPHY** (3). Introduction to the physical and human geography of the world with a focus on selected regions. (Satisfies USCB General Education Non-Western Requirement)

BGEO 200 - **INTRODUCTION TO PHYSICAL GEOGRAPHY** (3). Basic concepts of landform geography, climatology and meteorology and biogeography.

BGEO 363 - **GEOGRAPHIC INFORMATION SYSTEMS** (3). Introduction to principles and methods of geographic information systems including discussion of computers, spatial data, analysis and display. Includes discussion of applications and hands-on experience.

GLOBAL STUDIES (BGST)

BGST 301 - **GLOBAL CONTEMPORARY PERSPECTIVES** (3). Intensive study of selected global issues and problems. May be repeated as topics vary. (A) Europe and Latin America. (Satisfies USCB General Education Non-Western Requirement)

BGST 398 - **GLOBAL STUDIES** (3). Intensive study of selected global contemporary situations and problems of a region that lead to conflict with regards to trade, religion, human rights, modernization. May be repeated or taken simultaneously as topics vary. Variations will be announced in the schedule of classes by suffix and title.(A) European Perspective; (B) Latin American Perspective; (C) Asian and African Perspective. (Satisfies USCB General Education Non-Western Requirement)

BGST 399 - **INDEPENDENT STUDY** (3-6). (Prereq: consent of instructor) Contract approval by instructor, advisor, Department Chair and Executive Vice Chancellor for Academic Affairs is required.

HISTORY (BHIS)

BHIS 101 - **EUROPEAN CIVILIZATION FROM ANCIENT TIMES TO THE MID-17TH CENTURY** (3). The rise and development of European civilization from its Mediterranean origins through the Renaissance and Reformation.

BHIS 102 - **EUROPEAN CIVILIZATION FROM THE MID-17TH CENTURY** (3). European development and expansion from the mid- 17th century to the present.

BHIS 109 - **INTRODUCTION TO LATIN AMERICAN CIVILIZATION** (3). A discussion of the political, cultural and economic forces which have conditioned the development of institutions and ideas in Spanish and Portuguese America. (Satisfies USCB General Education Non-Western Requirement)

BHIS 111 - **HISTORY OF THE UNITED STATES FROM DISCOVERY TO 1865** (3). A general survey of the United States from the era of discovery to the present, emphasizing major political, economic, social and intellectual developments.

BHIS 112 - **HISTORY OF THE UNITED STATES FROM 1865 TO THE PRESENT DAY** (3). A general survey of the United States from the era of discovery to the present, emphasizing major political, economic, social and intellectual developments.

BHIS 115 - **WORLD HISTORY TO 1500** (3). BHIS 115 is the first of a two-semester survey of World History from the origin of human civilizations to the advent of the modern period (1500 C.E.). The course

necessarily adopts a cross-cultural approach to the study and interpretation of the past, including political, intellectual, economic and social inquiry. BHIS 115 addresses issues of religion, gender, trade, migration, conflict and interaction between and within societies. (Satisfies USCB General Education Non-Western Requirement)

BHIS 116 - **WORLD HISTORY FROM 1500 TO THE PRESENT** (3). BHIS 116 is the second of a two-semester survey of World History from the advent of the modern period (1500 C.E.) to the present. The course necessarily adopts a cross-cultural approach to the study and interpretation of the past, including political, intellectual, economic and social inquiry. BHIS 116 addresses issues of religion, gender, trade, migration, conflict and interaction between and within societies. (Satisfies USCB General Education Non-Western Requirement)

BHIS 300 - **THE HISTORIAN'S CRAFT** (3). Explores the nature of historical evidence, the formulation of historical questions and the construction of historical arguments using primary and secondary materials.

BHIS 301 - **WOMEN'S HISTORY** (3). An introduction to the concepts of Patriarchy and gender and their operation over time.

BHIS 306 - **THE BIRTH OF EUROPE** (3). A survey of the formation and development of Europe from the fourth to the 14th centuries. Emphasis upon the emergence of European culture and upon aspects of European prosperity after A.D. 1000.

BHIS 307 - **THE CRUSADES** (3). Holy War and Realpolitik in Mediterranean East-West relations from the 10th to the 15th centuries with emphasis on the role of the Crusades in the cultural formation, development and international relations of East and West.

BHIS 309 - **AGE OF RENAISSANCE** (3). Social, cultural, and artistic movements in Italy and northern Europe from the Black Death (c. 1350) to religious reforms and revolutions (c. 1520).

BHIS 310 - **AGE OF THE REFORMATION** (3). Ecclesiastical institutions, religious experience and efforts at reform before Luther; career and theology of Luther; diffusion of Reformation throughout Europe; career and theology of Calvin; Catholic renewal and response.

BHIS 312 – **FRENCH REVOLUTION AND NAPOLEONIC ERA** (3). The changes in France and Europe during the revolutionary period, the Napoleonic reaction and the diffusion of revolutionary ideals.

BHIS 315 - **INTRODUCTION TO ENVIRONMENTAL HISTORY** (3). A survey of the western past with the environment introduced as a significant actor and object of inquiry. Emphases include the impact of changing environments on several societies as well as changing human attitudes toward the environment.

BHIS 317 - **CONTEMPORARY EUROPE FROM WORLD WAR I TO WORLD WAR II** (3). The Great War, revolution and reconstruction; the rise of authoritarian and totalitarian regimes and the coming of World War II.

BHIS 318 - **EUROPE FROM WORLD WAR II TO THE PRESENT** (3). The Second World War and its origins; the Cold War; European recovery; a divided continent and Europe in the Global Era.

BHIS 320 - **THE HISTORY OF GREAT BRITAIN** (3). A survey of the political, social, economic and cultural development of the British Isles from Anglo-Saxon times to the Restoration of 1660.

BHIS 321 - **THE HISTORY OF GREAT BRITAIN** (3) A survey of the political, social, economic and cultural development of the British Isles since 1660.

BHIS 330 - **INTRODUCTION TO SCOTTISH HISTORY** (3). A survey of Scottish history with an emphasis on national identity and identity formation.

BHIS 352 - **AFRICA FROM 1880** (3). A history of modern Africa from the time of the Imperialist "scramble" of the 1880s to nationalism and decolonization in the present.

BHIS 353 – DECOLONIZATION: COLONIALISM AND REVOLUTION IN AFRICA AND ASIA (3). A study of the demise of European colonial empires in the nineteenth and twentieth centuries. Emphasis will be placed on th rise of nationalism among subject peoples in Africa and Asia.

BHIS 395 – HISTORY OF HUMAN RIGHTS (3). Do Human Rights have a history? This course focuses on the historical origins of our international human rights regime and its contemporary crisis.

BHIS 399 - INDEPENDENT STUDY (1-6). Contract approval by instructor, advisor, Department Chair and Executive Vice Chancellor for Academic Affairs is required.

BHIS 401 - THE DEVELOPMENT OF THE AMERICAN PEOPLE TO 1789 (3). The founding of the English colonies, their developing maturity, the events leading to the Revolution and the creation of a new nation.

BHIS 402 - THE NEW NATION, 1789-1828 (3). The new republic and the developing democratic spirit in politics and culture.

BHIS 403 - THE SECTIONS AND THE NATION, 1828-1860 (3). The three cultures of East, South and West; their interactions and the events leading to the Civil War.

BHIS 404 - CIVIL WAR AND RECONSTRUCTION, 1860-1877 (3). The political, military and social history of the War and the reorganization which followed.

BHIS 407 - UNITED STATES HISTORY SINCE 1945 (3). A survey of the political, economic, social and cultural developments in the period after World War II.

BHIS 409 - THE HISTORY OF SOUTH CAROLINA, 1670-1865 (3). A study of South Carolina origins and developments.

BHIS 410 - HISTORY OF SOUTH CAROLINA SINCE 1865 (3). A survey of recent South Carolina history with emphasis on social and institutional development.

BHIS 415 - BLACK AMERICANS (3). A survey of the historical development of black people in the Western Hemisphere.

BHIS 420 - LATIN AMERICA: THE FOUNDING OF NEW SOCIETIES (3). The establishment of consolidation of the Spanish and Portuguese empires in the Western hemisphere; interaction of Indians, Africans and Iberians and the formation of social, economic and political traditions in Latin America; political independence.

BHIS 421 - MODERN LATIN AMERICA (3). Traditional society in the area and problems arising from social, economic and political changes since independence; comparative studies of national responses to these problems.

BHIS 423 - HISTORY OF MEXICO (3). Mexico from the pre-conquest period to the present, with an emphasis on modern Mexico.

BHIS 442 - THE OLD SOUTH (3). Development of Southern society and of the forces that made the South a distinctive section of the United States.

BHIS 443 - THE NEW SOUTH (3). Reconstruction, the Bourbon era, agrarian revolt, industrial revolution, racial problems and the changes resulting from the impact of two world wars and the New Deal (1865-1946).

BHIS 468 - AMERICAN MILITARY EXPERIENCE (3). Transformation of war and of the institutions for waging war from the American Revolution to the present.

BHIS 469 - AMERICAN LEGAL HISTORY(3).(Prereq: One of the following: BHIS 101, 102, 111, 112, 115, 116. 111 or 112 is preferred) A survey in American legal history, themes will include but are not confined to constitutional law, the impact of industrialism and the internationalization of law in the 20th century.

BHIS 492 - **TOPICS IN HISTORY** (3). Reading and research on selected historical subjects. Open only to juniors and seniors with permission of the instructor.

HOSPITALITY MANAGEMENT (BHRM)

BHRM 110 - **INTRODUCTION TO HOSPITALITY INDUSTRY** (3). (Prereq/Coreq: none) History, growth, developments and future opportunities in the hospitality industry.

BHRM 201 – **INTRODUCTION TO SPORT AND EVENT MANAGEMENT** (3). This course introduces the student to the sport management profession. Industry employment opportunities along with requisite professional skills are reviewed.

BHRM 228 - **PURCHASING AND CONTROLS** (3). A study of the major foods, beverages and supplies that are purchased in hotels, motels and food-service establishments as well as techniques on how to control their distribution within the operation.

BHRM 230 - **HOSPITALITY MANAGEMENT** (3). Tools available to management and their utilization in the hospitality industry.

BHRM 235 – **DESTINATION MARKETING** (3) The application of marketing management and best practices to Hospitality destination development. Also examined will be the structures of destination marketing organizations, funding sources, and operations.

BHRM 240 – **EVENT PROMOTION** (3). This course provides an overview of marketing, promotion, and sponsorship strategies for events both large and small and teaches students the techniques to accomplish the strategies.

BHRM 245 – **PROFESSIONAL DEVELOPMENT IN HOSPITALITY MANAGEMENT** (3) Course focuses on preparing students for successful job searches and thriving in entry-level management positions in the hospitality industry.

BHRM 260 - **HOTEL MANAGEMENT** (3). Management of the lodging phase of the hospitality industry to include front desk, housekeeping and maintenance areas.

BHRM 265 - **PRINCIPLES OF HOSPITALITY RETAIL MANAGEMENT** (3). Management methods, location analysis, store organization, personnel, planning, buying and pricing techniques and customer service policies for retail firms; including retail outlets in hotels, restaurants, private clubs and recreation facilitates catering to golf and tennis.

BHRM 270 - **QUANTITY FOOD PRODUCTION** (4). The basics of food production from storeroom to consumer. Various techniques of storage, preparation, merchandising and menu-planning, as well as the many aspects of service. Lectures and laboratory hours. (Coreq BHRM 311 and 312 - all three must be taken together).

BHRM 272 - **PRINCIPLES OF FOOD COST CONTROLS** (1). Management of food cost controls in the food service industry.

BHRM 280 - **TOURISM** (3). Economic and social relationships between tourism and the hospitality industry.

BHRM 285 - **CLUB MANAGEMENT** (3). Unique problems and issues associated with private club management.

BHRM 290 - **PRACTICUM** (3). Supervised full-time work experience in an area of the hospitality industry, selected by the student and approved by the practicum coordinator.

BHRM 295 - **HISTORY AND INFLUENCE OF FRENCH GASTRONOMY** (3). A culinary and gastronomical study of France from its medieval age to the present (this course will count toward the French Minor, However, only one course taught in English can be applied to the French Minor).

BHRM 311 - **PRINCIPLES OF FOOD SERVICE SANITATION** (1). Business and regulatory practices relevant to a sanitary food service environment. (Coreq: BHRM 270 and 312 - all three must be taken together).

BHRM 312 - **MANAGEMENT BY MENU** (1). Analysis, pricing constraints and mechanics of the menu. (Coreq: BHRM 270 and 311 - all three must be taken together).

BHRM 313 - **INTERNAL TRAINING AND DEVELOPMENT** (1). Principles of effective in-house training programs in the hospitality/travel industry.

BHRM 328 - **HRTM ACCOUNTING** (3). (Prereq: BACC 225 and 226) Accounting trends and controls for the hospitality industry from a managerial point of view.

BHRM 335 - **HOSPITALITY DELIVERY SYSTEMS FOR THE INDIGENT** (3). The management of food and lodging delivery systems for the indigent.

BHRM 340 - **NUTRITION** (3). The utilization of food by the body; menu planning and food production for institutions in relation to regular and modified diets.

BHRM 345 – **FESTIVAL AND COMMUNITY EVENT PLANNING** (3). This course provides an overview of planning, producing, and managing community oriented special events.

BHRM 350 – **WEDDING AND SPECIAL EVENT MANAGEMENT** (3). This course provides an overview of producing weddings and other special events.

BHRM 352 - **SOFTWARE APPLICATIONS FOR THE HOSPITALITY INDUSTRY** (3). (Prereq: BMGS 290) Using microcomputer software in various areas of the hospitality industry.

BHRM 355 - **PHYSICAL PLANT DESIGN** (3). Design, equipment and maintenance of hospitality facilities.

BHRM 357 - **HOTEL, RESTAURANT and TRAVEL LAW** (3). A comprehensive overview of laws and regulatory agencies governing the lodging, food service and travel industries.

BHRM 364 - **CONFERENCE AND MEETING PLANNING** (3). (Prereq: BHRM 260) Planning and managing conferences and meetings in the tourism industry.

BHRM 370 - **RESTAURANT FOOD PRODUCTION MANAGEMENT** (3). (Prereq: BHRM 270) Management techniques and operating problems in food service operations. Lecture and laboratory hours.

BHRM 372 - **CATERING MANAGEMENT** (3). (Prereq: BHRM 270 or permission of department chair) Management techniques, including planning, production and performance of off-premise catering.

BHRM 376 - **CONTRACT FOODSERVICE MANAGEMENT** (3). Issues related to the management of contract foodservice accounts.

BHRM 390 - **CAREERS IN HOSPITALITY/TOURISM** (1). (Prereq: Junior standing) Career options concurrent with the placement process.

BHRM 399 - **INDEPENDENT STUDY** (1-6). Contract approval by instructor, advisor, Department Chair and Executive Vice Chancellor for Academic Affairs is required.

BHRM 410A - **HOSPITALITY CURRENT ISSUES: RESORT AND CONDOMINIUM MANAGEMENT** (3). (Prereq: Senior standing) Issues and problems concerning the hospitality industry.

BHRM 410B - **HOSPITALITY CURRENT ISSUES: DESTINATION MANAGEMENT** (3). (Prereq: Senior standing) Issues and problems concerning the hospitality industry.

BHRM 421 - **HOSPITALITY FINANCIAL MANAGEMENT** (3). (Prereq: BHRM 328) Financial decision making including ratio analysis, asset management, leverage, short, intermediate and long-term financing in the hospitality industry.

BHRM 440 - **SERVICES MANAGEMENT FOR HOSPITALITY AND TOURISM** (3). (Prereq: BECO 221 and 222; BMGT 371) Management issues pertinent to quality service delivery in hospitality and tourism organizations.

BHRM 445 - **FOOD AND SANITATION MICROBIOLOGY** (3). (Prereq: BBIO 120 or permission of instructor) Micro-organisms and their effect on the quality of food and water. Two lecture and two laboratory hours per week.

BHRM 447 - **FOOD SCIENCE** (3). (Prereq: BHRM 340) The effects of cooking, processing and storage of food on nutrient content, sensory perception and functionality. Two lecture and two laboratory hours per week.

BHRM 450 - **HOSPITALITY MARKETING SALES** (3). (Prereq: BHRM 235) Application of marketing principles and promotional techniques to the hospitality and travel industry.

BHRM 473 - **CLUB CUISINE AND SERVICE** (3). (Prereq: BHRM 370 or 372) Advanced topics in the management of production and service techniques for private clubs.

BHRM 475 - **WINES, SPIRITS, BEERS AND NON-ALCOHOLIC BEVERAGES IN FOOD SERVICE ESTABLISHMENTS** (3). Management overview and operating problems of beverages in the hospitality industry.

BHRM 485 - **ADVANCED CLUB MANAGEMENT** (3). (Prereq. BHRM 285 or permission of instructor) Advanced topics in hospitality management for the club industry.

BHRM 490 - **HOSPITALITY MANAGEMENT STRATEGIES** (3). (Prereq: BHRM 230 and Senior standing) Contemporary management strategies applied to the hospitality industry.

BHRM 491 - **CLUB MANAGEMENT INTERNSHIP** (3). (Prereq: BHRM 285) Placement with a private club for a controlled learning experience. Minimum requirement of 400 work hours.

BHRM 495 - **HOSPITALITY MANAGEMENT INTERNSHIP** (3). Structured industry practical experience in a hospitality management company at the supervisory level. A contract approved by the instructor, advisor and department chair is required for undergraduate students. Minimum of 400 hours.

BHRM 498 - **SPECIAL TOPICS IN HOSPITALITY** (3). Advanced concepts, issues and trends in the hospitality and tourism industry. May be taken twice for degree credit.

HUMAN SERVICES (BHSV)

BHSV 180 - **PERSONAL AND PROFESSIONAL DEVELOPMENT IN HUMAN SERVICES** (3). (Prereq: BPSY 101 or BSOC 101 or permission of Instructor) This course provided students with the opportunity to explore their personal and professional development and understand how values, beliefs and norms impact both personal and professional lives.

BHSV 190 - **HUMAN SERVICES: AN INTRODUCTION** (3). (Prereq: BPSY 101 or BSOC 101 or permission of Instructor). The intention of this course is to acquaint students with an overview of the interdisciplinary field of human services by providing a historical and contemporary survey of human service program literatures. Students will be able to identify the domain of human services as an interdisciplinary area of theory and practice. Specifically, they will be able to master concepts generic to this field of study and apply them in human service situations.

BHSV 280 - **HUMAN SERVICE INTERVENTIONS** (3). (Prereq: BHSV 190 or permission of Instructor) A course of study designed especially for the preparation of human service workers that involves, in part, a practicum or the supervised practical application of previously studied material. Students will master the techniques employed in the development, delivery, management and assessment of human service programs. Strategies include communication skills, interviewing techniques, developing treatment interventions, crisis intervention, brief treatment perspectives, long-term treatment, case management, varied group treatment modalities and sensitivity training concerning multicultural and ethical/legal issues.

BHSV 290 - HUMAN SERVICES INTERNSHIP I (3). (Prereq: BHSV 280 or permission of Instructor) The application of theoretical foundations and human service principle in a supervised human service setting. Requires at least 120 hours of service, attendance at an orientation session and a closing session, on-line reflections and a final paper that demonstrates the ability to apply interdisciplinary theories, concepts and principles of practice.

BHSV 298 - HUMAN SERVICES INTERNSHIP II (3). (Prereq: BHSV 290 or permission of Instructor) The application of theoretical foundations and human service principle in a supervised human service setting. Requires at least 120 hours of service, attendance at an orientation session and a closing session, on-line reflections and a final paper that demonstrates the ability to apply interdisciplinary theories, concepts and principles of practice at a higher level than in the previous internship. (N.B. no more than two internships can be at the same site.)

BHSV 302 - HUMAN SERVICE EVALUATION (3). (Prereq: BHSV 280, or permission of Instructor) Research methods for determining the effectiveness of social programs/interventions (i.e., experimental, quasi-experimental and qualitative designs).

BHSV 400 - LEADERSHIP AND PROFESSIONAL ETHICS IN HUMAN SERVICES (3). (Prereq: BHSV 302 or permission of Instructor) An exploration of leadership in human service settings and the essentials involved in managing information, human resources and fiscal resources in human service agencies with an emphasis on non-profit organizations. In addition, the course will explore professional ethics and legal issues involved in facing challenges such as privacy, confidentiality, informed consent, freedom of information and information security.

BHSV 490 - HUMAN SERVICES INTERNSHIP III AND CAPSTONE SEMINAR (3). (Prereq: BHSV 298 or permission of Instructor) The application of theoretical foundations and human service principle in a supervised human service setting. Requires at least 120 hours of service, attendance at and participation in four on campus seminars and a Capstone Project that demonstrates the ability to apply interdisciplinary theories, concepts and principles of practice at a higher level than in the previous internship. Students will also submit their Human Services Portfolio for final review and approval. (N.B. no more than two internships can be at the same site.)

BHSV 498 - SELECTED TOPICS IN HUMAN SERVICES (1-3). (Prereq: Permission of Instructor) Advanced readings and research on selected topics in human services. Course and content varies and will be announced in the schedule of classes by suffix and title. Topics may include: grant writing and fund development, community development, new clinical developments, grassroots community organizing, working in faith-based communities, emergency management and disaster relief, working with special populations, etc.

LIBERAL STUDIES (BLST)

BLST 297 - INTERDISCIPLINARY RESEARCH METHODS (1). (Prereq: 45 hours of General Studies and acceptance into the program) Introduction into individualized study including initial proposal development, review of courses and bibliography.

BLST 397 – READINGS IN PHILOSOPHY (3-6) (=BPHI 397) (PREREQ: junior standing and completion of General Education English and Humanities requirements) A systematic study of a primary source in philosophy having relevance to other disciplines. Can be conducted as a small course or as a tutorial. May be taken twice for credit.

BLST 497 - SEMINAR IN LIBERAL STUDIES AMONG THE DISCIPLINES (2). Prereq: Senior standing in Liberal Studies or consent of the instructor.

MARINE SCIENCE (BMAR)

BMAR 101 - INTRODUCTORY OCEANOGRAPHY I (4). (Prereq: science, engineering, or education major or consent of instructor) Origin and evolution of the oceans, plate tectonics, ocean circulation, waves and tides, chemical composition and primary productivity. Three lecture and three laboratory hours per week. Scheduled field trips required.

BMAR 102 - OCEANOGRAPHY II (4). (Prereq: science, engineering, or education major or consent of instructor) Origin, evolution and diversity of marine life, biological production, trophic dynamics, nutrient cycles, marine resources and environmental concerns. Three lecture and three laboratory hours per week. Scheduled field trips required.

BMAR 111 - EVOLUTION OF THE MARINE ENVIRONMENT (4). Origin/evolution of the earth, seas and life over geologic time; fundamental processes of plate tectonics, evolution and genetics. Three lecture and two laboratory hours per week. Scheduled field trips are required.

BMAR 112 - PROCESSES IN THE MARINE ENVIRONMENT (4). Study and analysis of interacting abiotic and biotic processes determining the nature and functioning of the marine environment. Three lecture and two laboratory hours per week. Scheduled field trips are required.

BMAR 210 - OCEANS AND MAN (4). A non-technical introduction to the oceans: organisms, systems and the physical and chemical characteristics. Laboratories illustrate the structure and function of marine environments. Two laboratory hours per week. Attendance on field trips may be required.

BMAR 215 - COASTAL ENVIRONMENTS OF THE SOUTHEASTERN U.S. (3). Coastal zones of South Carolina and neighboring states, including geologic history, geomorphology, stratigraphy, hydrogeology, shoreline processes, environmental issues and effect of man. Three lecture hours each week plus optional field trips. Not available for marine science major credit.

BMAR 215L - COASTAL ENVIRONMENTS OF THE SOUTHEASTERN U.S. LABORATORY (1). Exercises examining coastal ecology, geomorphology, hydrogeology, shoreline processes, environmental issues and human impact. Two laboratory hours per week. Scheduled field trips required. Not available for marine science major credit.

BMAR 311 - BIOLOGY OF MARINE ORGANISMS (4). (Prereq: BBIO 112) Biological concepts emphasizing adaptation to marine environments. Laboratory experiments emphasize principles and techniques of marine biological study. Three lecture and three laboratory hours per week. Scheduled field trips are required.

MATHEMATICS (BMTH)

BMTH 101 - EXPERIENTIAL MATHEMATICS AND COMPUTATION (3). (Prereq. Mathematics Placement Exam and two years of high school algebra or equivalent) Mathematics application and appreciation in algebra, geometry, probability and statistics. Modeling and computation in practical applications. Foundational topics are chosen from: Number and Measurement Systems, Symbolic Relationships, Data Description or Analysis, Geometry, Uncertainty, Reasoning, and the Mathematics of Finance. This course serves as a prerequisite for no other BMTH courses.

BMTH 111 - COLLEGE ALGEBRA (3). (Prereq: qualification through placement) Basic college algebra; linear and quadratic equations, inequalities, functions and graphs of functions, exponential and logarithmic functions, systems of equations. Credit may not be received for both BMTH 111 and 111L.

BMTH 111L - INTENSIVE COLLEGE ALGEBRA (4). (Prereq: qualification through placement) Basic college algebra; linear and quadratic equations, inequalities, functions and graphs of functions, exponential and logarithmic functions, systems of equations. Course taught in intensive 3 hours and 45 minute per week format. Credit may not be received for both BMTH 111L and 111.

BMTH 115 - PRECALCULUS MATHEMATICS (4). (Prereq: qualification through placement or a grade of C or better in 111 or 111L) Topics in algebra and trigonometry specifically needed for BMTH 141, 142, 240. Polynomial, rational, inverse, logarithmic, exponential functions; circular functions; analytic trigonometry.

BMTH 122 - CALCULUS FOR BUSINESS ADMINISTRATION AND SOCIAL SCIENCES (3). (Prereq: qualification through placement or a grade of C or better in BMTH 111/111L or consent) Derivatives and integrals of elementary algebraic, exponential and logarithmic functions. Maxima, minima, rate of change, and area under a curve. Applications include marginality and elasticity of demand.

BMTH 131 – INTRODUCTORY MATHEMATICS FOR COMPUTATIONAL SCIENCE (3). (Prereq: Qualification through placement or a grade of C or better in BMTH 111/111L or consent) Sets, functions, analytic geometry, matrices and Euclidean spaces, infinites series, approximation, precision and error, counting and probability, graphs and trees; fundamental notions of differential and integral calculus.

BMTH 141 - **CALCULUS I** (4). (Prereq: qualification through placement or a grade of C or better in BMTH 115) Introduction to fundamental concepts and theorems of limits, continuity, and derivatives; rates of change; differentiation rules for algebraic and transcendental functions, including the chain rule; applications of derivatives; introduction to integration, including the Fundamental Theorem of Calculus and u-substitution; areas between curves.

BMTH 142 - **CALCULUS II** (4). (Prereq: qualification through placement or a grade of C or better in BMTH 141) Techniques of integration, applications of the integral, L''Hospital's Rule, improper integrals; sequences and series of real numbers, power and Taylor series, introduction to polar coordinates.

BMTH 170 - **FINITE MATHEMATICS** (3). (Prereq: qualification through placement or a grade of C or better in BMTH 111, 111L, or 115) Elementary matrix theory; systems of linear equations; permutations and combinations; probability and Markov chains; linear programming and game theory.

BMTH 172 - **MATHEMATICAL MODELING FOR THE LIFE SCIENCES** (3). Modeling with difference equations; vectors, trigonometry, polar coordinates, matrices, eigenvalues and eigenvectors; addition and multiplication in combinatorics, permutations, combinations, introduction to probability theory (discrete, continuous); techniques of integration, symmetry. Credit may not be received for both BMTH 172 and either BMTH 170 or 174.

BMTH 174 - **DISCRETE MATHEMATICS FOR COMPUTER SCIENCE** (3). (Prereq: qualification through placement or a grade of C or better in BMTH 115) Induction, complexity, elementary counting, combinations and permutations, recursion and recurrence relations, graphs and trees; discussion of the design and analysis of algorithms— with emphasis on sorting and searching.

BMTH 221 - **BASIC CONCEPTS OF ELEMENTARY MATHEMATICS I** (3). (Prereq: qualification through placement or a grade of C or better in BMTH 111, 111L, or 115) The meaning of number, fundamental operations of arithmetic, the structure of the real number system and its subsystems, elementary number theory. Open only to students in elementary or early childhood teacher certification.

BMTH 222 - **BASIC CONCEPTS OF ELEMENTARY MATHEMATICS II** (3). (Prereq: BMTH 221) Informal geometry and basic concepts of algebra. Open only to students in elementary or early childhood teacher certification.

BMTH 230 – LINEAR ALGEBRA (3) (Prereq: BMTH 141 or consent of instructor) Linear systems and matrices, vector spaces, linear independence, rank of a matrix, linear transformations, determinants, introduction to eigenvalues and eigenvectors, diagonalization and applications.

BMTH 240 – CALCULUS III (4) (Prereq: qualification through placement or a grade of C or better in BMTH 142) Parametric equations, polar coordinates, three dimensional analytic geometry, cylindrical and spherical coordinates, vector functions, functions of several variables, partial differentiation, max-min, Lagrange multipliers, multiple integrals and applications, integral vector calculus.

BMTH 242 - **ELEMENTARY DIFFERENTIAL EQUATIONS** (3). (Prereq: qualification through placement or a grade of C or better in BMTH 142) Ordinary differential equations of first order, higher order linear equations, Laplace transform methods, series methods; numerical solution of differential equations. Applications to physical sciences and engineering.

BMTH 399 - **INDEPENDENT STUDY** (3-9). Contract approval by instructor, advisor, Department Chair and Executive Vice Chancellor for Academic Affairs is required.

MUSIC (BMUS)

BMUS 110 - **INTRODUCTION TO MUSIC** (3). Perceptive listening and appreciation of musical elements, forms and style periods, including composers' lives, individual styles and representative works. Emphasis on classical music; jazz and American popular music included.

BMUS 124 - **SYMPHONIC BAND** (1) Musical organizations are open to all university students by audition.

BMUS 129 - **UNIVERSITY CHORUS** (1). Musical organizations are open to all university students by audition.

BMUS 130 - **SOUND DESIGN** (3). Theory, Harmony, Form and Analysis, Writing, Choral, (SATB), Piano/vocal, Ensemble scores. Acoustics, Sound Reproduction (Attack, Sustain Decay, Amplitude, Frequency, Compression, Reverb). Engage students with basic concepts of music using current software applications.

BMUS 140 - **JAZZ AND AMERICAN POPULAR MUSIC** (3). Development of jazz and American popular music through the study of important soloists, ensembles, arrangers and composers.

NURSING (BNUR)

BNUR 202 - **INTRODUCTION TO PROFESSIONAL NURSING** (6). (Prereq: Acceptance as a pre-licensure BSN student) (Coreq: BNUR 312 and BNUR 321) This course reviews the historical aspects of professional nursing and emphasizes the development of nursing as a profession. Critical thinking, emotional intelligence, patient education principles and the nursing process are introduced. Students will develop safe practice of basic nursing skills first in a laboratory setting and then apply these skills in a clinical setting. (Lecture 3 hours, Laboratory 3 hours, Clinical Experience 6 hours).

BNUR 300P - **ADULT HEALTH CLINICAL PRACTICUM** (3-6). (Prereq: Acceptance into the Pre-licensure Program and BNUR 202). This course provides students an opportunity to deliver care to acutely ill adults in a medical-surgical clinical site. (Clinical Experience 9-18 per week)

BNUR 301 – **ROLE DEVELOPMENT IN NURSING AS A PROFESSION** (3). (Prereq: Acceptance into the RN to BSN Program or by special permission of the instructor; and current RN licensure) Overview of the historical aspects of professional nursing and the impact this history has on current day nursing practice. Emphasizes the development of nursing as a profession including scholarship, theories, advanced practice and leadership. Presents emotional intelligence as a construct linked to effective leadership and interdisciplinary team relationships.

BNUR 304 - **ADULT HEALTH NURSING I** (6). (Prereq: BNUR 202). (Co-req. BNUR 320). This course includes information on common chronic and acute illnesses including pre- and post-operative preparation. A nursing process approach outlines nursing actions for major common illnesses in the hospital setting. Intermediate nursing skills are taught in the laboratory and applied in the clinical area. Students learn how to provide appropriate nursing care to patients with common health problems and patients requiring surgery (Lecture 3 hours, Laboratory 3 hours, Clinical Experience 6 hours).

BNUR 312 - **HEALTH ASSESSMENT** (3). (Prereq: Acceptance to the Pre-licensure program, RN licensure or permission of instructor). A comprehensive assessment of adults and an overview of special groups are taught. Students identify normal and abnormal findings with consideration to cultural and ethnic variations and development across the life span. A head-to-toe nursing assessment is learned using inspection, auscultation, percussion and palpation techniques. A nursing process approach assists students to perform a data analysis and clearly document objective findings (Lecture 2 hours, Laboratory 3 hours of skill development).

BNUR 320 - **CLINICAL PHARMACOLOGY** (3). (Prereq: BNUR 321 or permission of instructor). This course provides an overview of the chemical therapeutic measures which assist patients in reducing the physical and emotional effects of illness and in improving or promoting health. Focus is on the mechanism of action of these interventions as they affect underlying physiological and pathophysiological processes (Lecture 3 hours).

BNUR 321 - **BIOPHYSICAL PATHOLOGY** (3). (Prereq: Acceptance to the Pre-licensure or RN to BSN Program or Permission of Instructor). An overview of the molecular, cellular and organ system changes that occur with common diseases and their impact on total body function. Focus is on the mechanism of the underlying disease, knowledge of which is necessary for effective preventive and therapeutic health care measures (Lecture 3 hours).

BNUR 350 - **NURSING RESEARCH** (3). (Prereq: BSTA 201 and BNUR 202 or RN Licensure or permission of Instructor). Nursing research introduces the basic research process, including methods commonly used in nursing. Content includes ethical issues, evaluation of research for evidenced based practice and the nurse researcher role (Lecture 3 hours).

BNUR 356 - **WOMEN'S HEALTH NURSING** (5). (Prereq: BNUR 304). Content includes nursing care of women related to all aspects of reproductive health. Cultural differences are discussed. Coaching strategies and research outcomes for this population are described. Students will develop safe practice of basic obstetrical and gynecological nursing skills first in a laboratory setting and then apply these skills in a clinical setting (Lecture 3 hours, Laboratory 1 hour, Clinical Experience 5 hours).

BNUR 358 - **CHILDREN'S HEALTH NURSING** (5). (Prereq: BNUR 304, Coreq: BNUR 356). Focus is on the nursing care of children and their families. Normal growth and development, pediatric assessment and common health issues including childhood communicable diseases and genetic abnormalities are presented. Students will develop safe practice of applying basic nursing skills first in a laboratory setting and then in pediatric inpatient and outpatient settings (Lecture 3 hours, Laboratory 1 hour, Clinical Experience 5 hours).

BNUR 401 - **HEALTH CARE DELIVERY SYSTEMS** (3). (Prereq: BNUR 304) Systems theory; health care delivery systems conceptualizes transitions from one level of care to another with emphasis on ethical and legal issues; technology; historical, political and economic aspects to meet the health care needs of the population.

BNUR 412 - **MENTAL HEALTH NURSING** (4). (Prereq: BNUR 304, BNUR 320 and BNUR 401). Nursing care of individuals with mental health issues ranging from major psychiatric disorders to short situational stressors is taught with an emphasis on positive mental health. Students will develop safe practice of basic nursing skills first in a laboratory setting and then in community-based and in-patient mental health settings. (Lecture 2 hours, Laboratory 1 hour, Clinical Experience 5 hours).

BNUR 415 - **GERONTOLOGICAL AND REHABILITATION NURSING** (3). (Prereq: BNUR 301 or BNUR 304 and BNUR 312). Care and special needs of the older adult in various care settings. Gerontological nursing, presentation of disease, rehabilitation, health promotion, reimbursement and a comprehensive nursing assessment are covered (Lecture 3 hours).

BNUR 416 - **COMMUNITY HEALTH NURSING** (6). (Prereq: BNUR 356 and BNUR 358 for Pre-licensure students) (Coreq: BNUR 401 for all nursing students). Evidence-based nursing with individuals across the lifespan, families and other diverse population groups. Levels of prevention are explored in relationship with epidemiological effects of environment and lifestyle on client health. Laboratory and clinical experience includes identification and application of community resources using a case management approach to provide care in community health centers, acute care centers, shelters, home health and hospice agencies (Lecture 3 hours, Laboratory 1 hour, Clinical Experience 5 hours).

BNUR 420 - **TRENDS AND ISSUES IN NURSING** (3). (Prereq: BNUR 356 and BNUR 358) Historical and present trends in nursing practice are taught in this course with a perspective on nursing education, genetic research, evidenced-based practice and complementary therapies (Lecture 3 hours).

BNUR 424 - **PROFESSIONAL NURSING LEADERSHIP AND MANAGEMENT** (3). (Prereq: BNUR 416 and BNUR 412 for Pre-licensure students). (Coreq: BNUR 420 and BNUR 426 for pre-licensure students). Organizational systems theory, leadership and management, emotional intelligence and appreciative inquiry are emphasized. Emphasizes a cost containment and cost-effectiveness approach for financial management of human and material resources (Lecture 3 hours).

BNUR 424P - **PROFESSIONAL NURSING LEADERSHIP AND MANAGEMENT PRACTICUM** (3). (Prereq: Pre-licensure Program, BNUR 416 and BNUR 420) (Coreq: BNUR 424 and BNUR 435 for pre-

licensure students) Principles of management and theories of leadership are implemented in an inpatient facility and/or community setting. Student projects will involve the application of a leadership or management strategy for problem identification and resolution in the clinical area (Laboratory 1 hour) (Clinical Experience 8 hours).

BNUR 426 - **ADULT HEALTH NURSING II** (6). (For the Pre-licensure Program: Prereq. Courses BNUR 412, BNUR 415 and BNUR 416) (Coreq: BNUR 424 and BNUR 435). Through implementation of the nursing process, students focus on nursing interventions for the care of adult clients experiencing critical, multi-system alterations in function. Students will build on clinical practice from previous courses and apply safe practice of advanced nursing skills in an intensive clinical setting (Lecture 3 hours, Clinical experience 9 hours).

BNUR 435 - **PROFESSIONAL NURSING SEMINAR** (1). (Prereq: BNUR 415 and BNUR 416). (Coreq: BNUR 424 and BNUR 426 for pre-licensure students). This course prepares the pre-licensure student for transition to the role of professional nurse. An overview of career choices, readiness for NCLEX exam and continuing education and career advancement in the workplace is presented (Lecture 1 hour).

BNUR 441 - **CAPSTONE: PROFESSIONAL NURSING PROJECT** (5). (Prereq: All other RN-BSN nursing courses). The student will identify a project that synthesizes professional nursing curriculum theory and principal threads of Assessment, Critical thinking, Emotional Intelligence, Care Coordination and Cultural competence. The student will investigate a professional nursing issue, plan a project individualized to the student's interests and develop a learning contract for a project is identified, planned and implemented that focuses on a professional nursing issue. The student will use curriculum threads of Assessment, Critical thinking, Emotional Intelligence, Care Coordination and Cultural competence to complete this clinical experience. (Seminar 2 hours, Clinical Experience 9 hours).

PHILOSOPHY (BPHI)

BPHI 102 - **INTRODUCTION TO PHILOSOPHY** (3). An introduction to the main problems of philosophy and its methods of inquiry, analysis and criticism. Works of important philosophers will be read.

BPHI 110 - **INTRODUCTION TO LOGIC I** (3). The nature of arguments; fallacies, criteria and techniques of valid deductive inference; applications.

BPHI 111 - **INTRODUCTION TO LOGIC II** (3). Inductive and decision-making arguments and criteria of acceptability for them.

BPHI 201 - **HISTORY OF ANCIENT PHILOSOPHY** (3). An introduction to the development of philosophy in the ancient world through study of the works of representative philosophers. BPHI 202 may be taken prior to this course.

BPHI 202 - **HISTORY OF MODERN PHILOSOPHY** (3). An introduction to the development of philosophic thought since the Renaissance through the study of the works of important philosophers. The chief emphasis is on the 17th and 18th centuries.

BPHI 211 - **CONTEMPORARY MORAL ISSUES** (3). Moral issues confronting men and women in contemporary society. Topics will vary but may include discussion of problems related to abortion, drugs, euthanasia, war, social engineering and punishment of criminals.

BPHI 212 - **CONFLICTING IMAGES OF MAN** (3). Conflicting images of man in contemporary philosophy, literature, psychology and religion and an evaluation of these images as norms for human conduct and social policy. Particular attention will be given to existentialist, Marxist, behaviorist and mystical images of man.

BPHI 301 - **NINETEENTH- AND 20TH-CENTURY PHILOSOPHY** (3). An introduction to Continental and British philosophy since Kant through study of the works of representative philosophers. Particular emphasis is placed on the development of Idealism, Marxism, Existentialism and Phenomenology and analytic philosophy.

BPHI 302 - **AMERICAN PHILOSOPHY** (3). The principal movements of philosophical thought from Colonial times to the present, with special emphasis on the 19th and 20th centuries.

BPHI 311 - **ETHICS** (3). A study of the moral principles of conduct and the basic concepts underlying these principles, such as good, evil, right, wrong, justice, value, duty and obligation. The ethical works of influential philosophers are analyzed in terms of these concepts.

BPHI 313 - **PHILOSOPHY OF ART** (3). Philosophical problems relating to the arts, with emphasis on questions pertaining to aesthetic experience.

BPHI 320 - **EXISTENTIALISM** (3). An introduction to existentialist themes in contemporary philosophy, literature, psychology and religion. The writings of existentialists such as Kierkegaard, Nietzsche, Camus, Sartre, Buber, May and Binswanger will be read and discussed.

BPHI 341 - **ENVIRONMENTAL ETHICS** (3). Examination of principles and arguments surrounding moral issues involving the environment.

BPHI 399 - **INDEPENDENT STUDY** (3-9). Contract approval by instructor, advisor, Department Chair and Executive Vice Chancellor for Academic Affairs is required.

PHYSICAL EDUCATION (BPED)

BPED 113 - **BOWLING** (1). Fundamental skills and techniques of bowling.

BPED 114 - **GOLF** (1). Basic strokes, rules and strategy of golf.

BPED 117 – KARATE (1)

BPED 130 - **INTERMEDIATE GOLF** (1). (Prereq: PEDU 114 or consent of instructor) Intermediate strokes and strategies; heavier emphasis on the total golf swing.

BPED 136 - **YOGA** (1). Fundamental skills and terminology.

BPED 181 - **EQUESTRIAN** (1). English hunter-style riding for intermediate students.

PHYSICS (BPHY)

BPHY 101 - **THE PHYSICS OF HOW THINGS WORK I** (3). A practical introduction to physics and science in everyday life— from concrete examples to basic physical principles.

BPHY 101L - **THE PHYSICS OF HOW THINGS WORK I LABORATORY** (1). (Prereq or Coreq: BPHY 101) Experiments, exercises and demonstrations to accompany BPHY 101.

BPHY 102 - **THE PHYSICS OF HOW THINGS WORK II** (3). (Prereq: BPHY 101) A continuation of BPHY 101 with emphasis on electricity, magnetism, optics and atomic physics.

BPHY 102L - **THE PHYSICS OF HOW THINGS WORK II LABORATORY** (1). (Prereq or Coreq: BPHY 102) Experiments, exercises and demonstrations to accompany BPHY 102.

BPHY 201 - **GENERAL PHYSICS I** (3). (Prereq: BMTH 115, or BMTH 122, or equivalent) First part of an introductory course sequence. Topics include mechanics, wave motion, sound and heat. No previous background in physics is assumed.

BPHY 201L - **GENERAL PHYSICS LABORATORY I** (1). (Prereq or Coreq: BPHY 201)

BPHY 202 - **GENERAL PHYSICS II** (3). (Prereq: a grade of C or better in BPHY 201) Continuation of BPHY 201; includes electromagnetism, relativity, quantum physics, atomic and nuclear physics.

BPHY 202L - **GENERAL PHYSICS LABORATORY II** (1). (Prereq or Coreq: BPHY 202).

BPHY 211 - **ESSENTIALS OF PHYSICS I** (3). (Prereq: a grade of C or better in BMTH 141; Coreq: BPHY 211L) Classical mechanics and wave motion. Calculus-level course for students of science and engineering.

BPHY 211L - **ESSENTIALS OF PHYSICS I LABORATORY** (1). (Prereq or Coreq: BPHY 211)

BPHY 212 - **ESSENTIALS OF PHYSICS II** (3). (Prereq: a grade of C or better in BPHY 211 and BMTH 142; Coreq: BPHY 212L) Classical electromagnetism and optics.

BPHY 212L - **ESSENTIALS OF PHYSICS II LABORATORY** (1). (Prereq or Coreq: BPHY 212)

POLITICAL SCIENCE (BPOL)

BPOL 105 - **INTRODUCTION TO POLITICS** (3). Concepts and problems involved in human relationship with governments, the nation-state and political change.

BPOL 111 - **CONTROVERSIES IN AMERICAN POLITICS** (3). An introduction to the analysis of key issues in contemporary American politics focusing on the arguments, the groups involved and the political factors that influence the outcome of the debate.

BPOL 201 - **AMERICAN NATIONAL GOVERNMENT** (3). The formation and development of the national government, its organization and powers.

BPOL 315 - **INTERNATIONAL RELATIONS** (3). International political behavior and institutions.

BPOL 370 - **INTRODUCTION TO PUBLIC ADMINISTRATION** (3). A study of the basic principles and theory of administrative structure, responsibility and control in relation to policy making in the modern state.

BPOL 399A - **INDEPENDENT STUDY IN POLITICAL SCIENCE** (1-6). Contract approval by instructor, advisor, Department Chair and Executive Vice Chancellor for Academic Affairs is required.

BPOL 399B - **INDEPENDENT STUDY IN INTERNATIONAL STUDIES** (1-6). Contract approval by instructor, advisor, Department Chair and Executive Vice Chancellor for Academic Affairs is required.

BPOL 400 - **SELECTED TOPICS IN POLITICAL THEORY** (3). Intensive analysis of a particular topic or topics. To be identified by suffix and title each semester.

PSYCHOLOGY (BPSY)

BPSY 101 - **INTRODUCTION TO PSYCHOLOGY** (3). An introduction to and survey of the basic concepts and findings within the field of psychology.

BPSY 200 - **RESEARCH METHODS IN PSYCHOLOGY** (3). (Prereq: BPSY 101) Basic principles and methodology.

BPSY 201 - **STATISTICS LABORATORY IN PSYCHOLOGY** (1). NOTE: (Coreq: BSTA 201 or special permission) Psychological experiments which illustrate important concepts of elementary statistics. Two laboratory hours per week.

BPSY 203 - **LABORATORY IN PSYCHOLOGY** (3). (Prereq: BPSY 200 and BSTA 201 and BPSY 201 or BPSY 200 and BPSY 227) Laboratory in psychology in which research methods and statistical methods are integrated. One lecture and one laboratory session per week.

BPSY 210 - **PSYCHOLOGY OF ADJUSTMENT** (3). Introduction to theories and processes underlying and facilitating human adjustment in the community, family and workplace.

BPSY 212 - **APPLIED PSYCHOLOGY** (3). Uses of psychological knowledge and techniques in practical contexts; clinical, school, industrial, consumer and environmental psychology.

BPSY 214 - **HUMAN SEXUAL BEHAVIOR** (3). Psychological, physiological and sociological factors of human sexual behavior and attitudes.

BPSY 216 - **PSYCHOLOGY OF MARRIAGE** (3). The psychological, physiological and social characteristics of marriage.

BPSY 218 - **PSYCHOLOGY OF WOMEN** (3). Women's experiences: childhood and adolescence, work, family, cultural images, adjustment and social change.

BPSY 220 - **PSYCHOLOGY OF RELIGION** (3). The development of the religious consciousness and its various expressions, the psychological dynamics of growth and conversion, response to crisis and the relation of spiritual practice to health and wholeness.

BPSY 224 - **INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY** (3). Psychological techniques applied to various industrial and organizational problem areas, such as management and supervision, morale, efficiency, training, personnel selection and placement and relations among personnel.

BPSY 229 - **SPORT PSYCHOLOGY** (3). The role of sports in socialization, personality development and competence, including: spectator-performer interactions, motivation, competition effects; and the application of psychological techniques to performance enhancement.

BPSY 302 - **LEARNING AND MEMORY** (3). (Prereq: BPSY 101) Research and applications concerning the acquisition of new behavior and knowledge, including accounts based on classical and instrumental conditioning and on information-processing models.

BPSY 311 - **ABNORMAL PSYCHOLOGY** (3). (Prereq: BPSY 101) Covers the classification, diagnosis, etiological theories and treatments of the major mental and emotional disorders.

BPSY 312 - **ABNORMAL BEHAVIOR IN CHILDREN** (3). (Prereq: BPSY 311 or consent of instructor) Theories, description and assessment of child behavior problems and disorders; methods of intervention.

BPSY 321 - **LIFE SPAN DEVELOPMENTAL PSYCHOLOGY** (3). (Prereq: BPSY 101) Psychological development from conception to late adulthood. Topics include physical, cognitive and social processes associated with development at each stage of the life cycle.

BPSY 322 - **PSYCHOLOGY OF CHILD DEVELOPMENT** (3). (Prereq: BPSY 101) Examination of development from conception through older childhood. Specific cognitive and social processes will be given in-depth study.

BPSY 324 - **PSYCHOLOGY OF ADOLESCENCE** (3). (Prereq: BPSY 101) Theories and research examining social, emotional and intellectual development in adolescence. Explores influence of family, peer, school and cultural contexts.

BPSY 326 - **PSYCHOLOGY OF EARLY AND MIDDLE ADULTHOOD** (3). (Prereq: BPSY 101) Developmental changes in abilities, personality and behavior which occur between adolescence and old age.

BPSY 328 - **PSYCHOLOGY OF AGING** (3). (Prereq: BPSY 101) Psychological, social and biological phenomena associated with maturity and aging.

BPSY 331 - **SOCIAL PSYCHOLOGY** (3). (Prereq: BPSY 101) Introduction to theory and research in social psychology from a psychological viewpoint. Topics include social perception, social cognition, attitudes, interpersonal relationships, aggression, prosocial behavior and group processes.

BPSY 341 - **PERSONALITY THEORY** (3). (Prereq: BPSY 101) Covers the major theories and research on personality and the dynamics of human motivation.

BPSY 361 - **BIOLOGICAL PSYCHOLOGY** (3). (Prereq: BPSY 101) The neurochemical and neuroanatomical bases of behavior ranging from the reflex to schizophrenia.

BPSY 399 - INDEPENDENT STUDY (1-6). (Prereq: BPSY 101 and consent of instructor) Closely supervised project or research experience in psychology. Contract approval by instructor, advisor, Department Chair and Executive Vice Chancellor for Academic Affairs is required. May be repeated for up to six credit hours. Not for psychology major credit.

BPSY 401 - COGNITIVE PSYCHOLOGY (3). (Prereq: BPSY 302) Research and theories on sensory memory, attention, short-term and working memory, human learning and forgetting, imagery, long-term memory, speech perception, reading, language, thinking and problem solving and decision making.

BPSY 406 - HISTORY AND SYSTEMS OF PSYCHOLOGY (3). (Prereq: 9 hours in psychology at 300 level or above) Systematic approaches to psychology and the history of psychology

BPSY 411 - INTRODUCTION TO CLINICAL PSYCHOLOGY (3). (Prereq: BPSY 311 and 341 or consent of instructor) An introduction to the science and practice of clinical psychology. Application of psychological principles to the assessment and treatment of mental disorders and behavioral problems in human beings;

BPSY 415 - COMMUNITY PSYCHOLOGY (3). (Prereq: BPSY 101 and at least 3 hours in psychology at 300 level or above) Application of knowledge from other areas of psychology to the study of the role of the individual in the community.

BPSY 418 - PSYCHOLOGY OF DRUG USE AND EFFECTS (3). (Prereq: consent of instructor) Research and theoretical considerations of substance abuse. Pharmacological, sociological, psychological, medical, economic, forensic and other relevant research and treatment disciplines.

BPSY 441 - PSYCHOLOGICAL TESTS AND MEASUREMENT (3). (Prereq: BSTA 201 and BPSY 201 or consent of instructor) Overview of the nature, design and application of psychological tests. Emphasis on test construction, the psychometric properties of psychological tests, intelligence and aptitude testing, objective and projective tests of personality and general issues in the application of tests.

BPSY 451 - SENSATION AND PERCEPTION (3). (Prereq: BPSY 101) Processing of information from the environment. Physiological, physical, psychological and contextual determinants of perception.

BPSY 490- SELECTED TOPICS IN PSYCHOLOGY (3) Course content varies and will be announced in the schedule of classes by suffix and title.

BPSY 498 - ADVANCED INDEPENDENT STUDY (1-6). (Prereq: 9 hours of psychology and consent of instructor) Closely supervised project or research experience in psychology. Approved contract required. May be repeated for up to six credits.

BPSY 499 - INDIVIDUAL RESEARCH (3). (Prereq: 15 hours of psychology and consent of instructor) Planning and execution of supervised research in psychology. Approved contract required.

RELIGIOUS STUDIES (BRLG)

BRLG 110 - INTRODUCTION TO RELIGIOUS STUDIES (3). An introduction to the methods of religious inquiry and to the beliefs and practices of major religious traditions.

BRLG 111 - BIBLICAL HISTORY AND LITERATURE (3). A brief introduction to contemporary study of the Bible, its historical background, writing and transmission, its principal persons, events and ideas and their significance for the present time.

BRLG 114 - RELIGION AND CULTURE (3). The impact of religion on modern Western culture and of culture on religion. Selected topics: Holocaust, Freud, love, evil, puritanism, fundamentalism.

BRLG 203 - COMPARATIVE RELIGION (3). The religious experience of varied persons and groups, East and West, in traditional and contemporary settings. (Satisfies USCB General Education Non-Western Requirement)

BRLG 360 - **ANTHROPOLOGY OF MAGIC AND RELIGION** (3). {=BANT 352} A comparative examination of such topics as ritual, cosmology, revitalization movements, magic, witchcraft, myth and possession.

SOCIOLOGY (BSOC)

BSOC 101 - **INTRODUCTORY SOCIOLOGY** (3). An introduction to sociological facts and principles: an analysis of group-making processes and products.

BSOC 220 - **ELEMENTARY STATISTICS FOR SOCIOLOGISTS** (3). An introduction to concepts and application of quantitative methods, including descriptive and inferential statistics. Emphasis on analysis of empirical sociological data.

BSOC 300 - **SOCIAL STRUCTURES** (3). (Prereq: BSOC 220 or equivalent course in quantitative methods) Selected theoretical orientations, methodological procedures and illustrative substantive data pertaining to social structures.

BSOC 301 - **SOCIOLOGY OF SEX ROLES** (3). Theories, methods and substantive issues in a sociological approach to sex roles. Topics usually include sex role expectations and socialization in contemporary societies, sub-cultural and social class variations and structural and institutional factors.

BSOC 305 - **SOCIOLOGY OF THE FAMILY** (3). Sociological perspectives related to various aspects of family behaviors, roles and values.

BSOC 307 - **SOCIOLOGY OF RELIGION** (3). Sociological perspectives related to selected aspects of religious behavior. Includes references to non-Western religions.

BSOC 308 - **COMMUNITY ORGANIZATION** (3). An analysis of formal and informal organization, the interrelationships among public and private agencies and means through which community action programs are initiated, coordinated and maintained.

BSOC 309 – **INTRODUCTION TO SOCIAL INEQUALITY** (3). This course applies a sociological framework to understand social stratification and inequality. Students will learn major sociology paradigms or meta-theories of the relationship of society to the individual and will apply them in the empirical analysis of social inequality.

BSOC 310 - **SOCIAL DEMOGRAPHY** (3). (Prereq: BSOC 220 or equivalent course in quantitative methods) Selected theoretical orientations, methodological procedures and illustrative substantive data pertaining to population.

BSOC 311 - **ECOLOGY OF HUMAN SOCIAL SYSTEMS** (3). Relationships among and changes in populations, social organization, technology and the environment.

BSOC 313 - **SOCIOLOGY OF AGING** (3). Analysis of aging as a process of socialization and the status of older people in society, their roles in the community, demographic aspects of aging and the impact of aging upon social institutions.

BSOC 315 - **WORLD POPULATION: PROBLEMS AND POLICIES** (3). World population growth and concomitant socioeconomic problems. Effectiveness of governmental policies concerned with population growth. Topics include over-population. (Satisfies USCB General Education Non-Western Requirement)

BSOC 320 - **INDIVIDUAL AND SOCIETY** (3). (Prereq: BSOC 220 or equivalent course in quantitative methods) Selected theoretical orientations, methodological procedures and illustrative substantive data pertaining to the relations between the individual and society.

BSOC 323 - **SOCIOLOGY OF DEVIANT BEHAVIOR** (3) Theories, methodology and substantive issues in the study of social deviance.

BSOC 325 - SOCIOLOGY OF CHILDHOOD (3). A consideration of the child in the family group, play group, school group and community.

BSOC 326 - SOCIOLOGY OF ADOLESCENCE (3). Sociological perspectives and research findings related to adolescence.

BSOC 340 - INTRODUCTION TO SOCIAL PROBLEMS (3). Normative dissensus and behavioral deviance in society and their consequences for social change and social order. Problems may include: mental disorders, juvenile delinquency, crime, drug abuse, alcoholism, suicide, sexual pathology, race and ethnic relations, world population crises and work problems.

BSOC 350 - SOCIOLOGY OF DELINQUENT YOUTH BEHAVIOR (3). Social factors in the development, identification and treatment of delinquents.

BSOC 351 - URBAN SOCIOLOGY (3). Analysis of urban trends, characteristics and functions of cities with reference to the social psychological factors in urban living. Attention is directed to the emergence of urbanism in the United States, with particular reference to the Southern region and to institutions, problems and city planning.

BSOC 352 - THE SOCIOLOGY OF LITERATURE (3). (Prereq: BSOC 101) Social factors in the production and reception of literature. Theories, methods and substantive issues in a sociological approach to literature.

BSOC 353 - SOCIOLOGY OF CRIME (3). Social factors in the development, identification and treatment of criminals.

BSOC 354 - COLLECTIVE BEHAVIOR (3). An analysis of crowds, publics, social movements and the mass society in terms of their institutional and social psychological consequences.

BSOC 355 - MINORITY GROUP RELATIONS (3). Theories, methods and substantive issues in the study of majority-minority group relations and social processes and cultural orientations associated with racial and ethnic differentiation.

BSOC 357 - SOCIOLOGY OF EDUCATION (3). {=BEFN 357} Analysis of educational institutions, organizations, processes and their effects in contemporary society.

BSOC 360 - SOCIOLOGY OF MEDICINE AND HEALTH (3). Social factors in health, illness and medicine in contemporary society.

BSOC 362 - SOCIOLOGY OF DISABILITY (3). A social perspective is employed to analyze social disability. Several theoretical concepts provide students with the ability to understand social disability from a unique angle.

BSOC 370 - SOCIOLOGY OF SPORT (3). Theories, methods and substantive issues in the study of sport in contemporary societies.

BSOC 398 - TOPICS IN SOCIOLOGY (3). Reading and research on selected sociological topics. Course content varies and will be announced in the schedule of classes by suffix and title.

BSOC 399 - INDEPENDENT STUDY (3-6). (Prereq: consent of instructor) Contract approval by instructor, advisor, Department Chair and Executive Vice Chancellor for Academic Affairs is required.

BSOC 460 - SOCIOLOGY OF MENTAL HEALTH (3). Social factors in the development, identification and treatment of mental illness.

BSOC 496 - SOCIOLOGICAL THEORY (3). Theoretical perspectives on society and social behavior.

BSOC 497 ‑ **SOCIOLOGICAL RESEARCH METHODS** (4). (Prereq: BSOC 220 and consent of instructor) Critical analysis of major methods used in the conduct of social science general problems of research design. Two lecture hours and two laboratory hours per week.

BSOC 498 ‑ **RESEARCH SEMINAR** (3). (Prereq: BSOC 496 and 497; Senior standing and consent of instructor) Utilization of theoretical, methodological and substantive knowledge in design and execution of a sociological study.

SPEECH (BSPC)

BSPC 140 ‑ **PUBLIC COMMUNICATION** (3). Public speaking and the principles and criticism of oral public communication, to include performance by students.

BSPC 190 – INTRODUCTION TO COMMUNICATION STUDIES (3) An introduction to communication studies as a field of study, including the concepts, ideas, issues, research methods and theories associated with the discipline.

BSPC 201 ‑ **INTERPERSONAL COMMUNICATION** (3). Presents basic concepts for understanding communication in interpersonal relationships. It combines a theoretical approach with a skills approach to the study of interpersonal communication.

BSPC 230 ‑ **BUSINESS AND PROFESSIONAL SPEAKING** (3). Fundamentals of oral communication within business and professional settings. Includes performance.

BSPC 240 – MEDIA AND SOCIETY (3). (Prereq: BSPC 140, 210 or 230) A basic introduction of the media (television, radio, film, print), in society, enabling students to become critical readers/viewers of the mass media.

BSPC 260 ‑ **ARGUMENTATION AND DEBATE** (3). Preparing and delivering the debate. Academic debate serves as a model.

BSPC 340 ‑ **ORAL INTERPRETATION OF LITERATURE** (3). {=BTHE 340} A course designed to give an understanding of the principles involved in extracting meaning from the printed page and the oral presentation of that meaning in a lucid and stimulating manner.

BSPC 343 ‑ **CLASSROOM COMMUNICATION** (3). (Prereq: BSPC 140) This course is designed for prospective teachers/ trainers in all disciplines, at all levels. This course provides students both a cognitive and experiential understanding of the role of communication in the classroom.

BSPC 345 ‑ **STORYTELLING IN CONTEXTS** (3). (Prereq: BSPC 140) This course analyzes the role of storytelling in everyday life. A variety of contexts will be examined and students will study storytelling techniques and use these to tell stories.

BSPC 389 ‑ **SMALL GROUP COMMUNICATION** (3). The development of the attitudes, skills and knowledge of methods of effective participation in discussion in conferences, committees and other small groups.

BSPC 390 – FAMILY COMMUNICATION (3). (Prereq: BSPC 201) a basic introduction to the study of how communication is used in the family to develop, maintain, enhance or disturb marital and family relationships.

BSPC 399 ‑ **INDEPENDENT STUDY** (3-6). Contract approval by instructor, advisor, Department Chair and Vice Chancellor for Academic Affairs is required.

BSPC 450 ‑ **INTERCULTURAL COMMUNICATION** (3). A study of cultural differences in human communication with focus on theoretical and experiential approaches toward gaining competence in communicating across cultures. (Satisfies USCB General Education Non-Western Requirement)

STATISTICS (BSTA)

BSTA 110 - **INTRODUCTION TO DESCRIPTIVE STATISTICS** (3). Computational and graphical techniques for organizing and presenting statistical data. Sample mean and sample variance, cross tabulation of categorical data, correlation and simple linear regression, quality control charts, statistical software.

BSTA 201 - **ELEMENTARY STATISTICS** (3). (Prereq: BMTH 101 or higher or consent of instructor) An introductory course in the fundamentals of modern statistical methods. Topics include descriptive statistics, normal distributions, random sampling, statistical studies and ethics, probability, confidence intervals, tests of hypothesis, simple linear regression and correlation.

BSTA 202 - **ELEMENTARY STATISTICS LABORATORY** (1). NOTE: (Prereq: or Coreq: BSTA 201) Experiments which illustrate important concepts of elementary statistics. Two laboratory hours per week.

THEATRE (BTHE)

BTHE 170 - **FUNDAMENTALS OF ACTING** (3). The techniques of body and voice control; improvisations; interpretation of characters: characterization applied in scenes.

BTHE 200 - **UNDERSTANDING AND APPRECIATION OF THEATRE** (3). An introduction to the understanding and appreciation of theatrical experience. Attendance at theatrical performances required.

BTHE 220 - **THEATRE LABORATORY** (1). Supervised participation in theatre production. No formal class meetings. May be repeated for up to 8 credits.

BTHE 340 - **ORAL INTERPRETATION OF LITERATURE** (3). {=BSPC 340} A course designed to give an understanding of the principles involved in extracting meaning from the printed page and the oral presentation of that meaning in a lucid and stimulating manner.

BTHE 399 - **INDEPENDENT STUDY** (3-6). Contract approval by instructor, advisor, Department Chair and Vice Chancellor for Academic Affairs is required.

BTHE 472 - **CINEMA** (3). {=BENG 472} (Prereq: BENG 101 and BENG 102) An investigation into the aesthetics of cinema. This course will also focus on the major genres.

BTHE 472L - **CINEMA LABORATORY** (0). {=BENG 472L} Required viewing for BTHE 472.

BTHE 481 - **HISTORY OF CINEMA** (3). Survey of the international cinema from 1945 to the present.

UNIVERSITY (BUNV)

BUNV 101 - **THE STUDENT IN THE UNIVERSITY** (3). The purposes of higher education and potential roles of the student within the university. Open to freshmen. Also open to other undergraduate students in their first semester of enrollment.

BUNV 491 - **LEADERSHIP IN PRACTICE** (1). This course explores the practice of leadership and engages outstanding students in an active dialogue about the challenges of being a leader within the university context and beyond.

Special Academic Opportunities

Distance Learning Activities

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

Independent Study

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

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

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

Student Awards and Recognition

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

Biology Program Award
Awarded to an outstanding graduating senior in biology.

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

Darwin B. Bashaw Award
Named in honor of former USCB Dean Darwin Bashaw, this award is presented annually to the outstanding USCB "Student of the Year."

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

The Shelia J. Tombe Award For Outstanding English Major
Awarded to the outstanding graduating senior in English who has maintained a strong GPA within the university and the major, and whose written work and participation inside and outside the classroom are recognized for excellence.

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

Hospitality Management Program Award
Presented to the outstanding graduating senior in hospitality management who maintains a strong GPA while actively participating in campus functions and in the Hospitality Management Association.

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

Liberal Studies Award
Presented to the liberal studies student who represents the degree both in terms of scholarly accomplishment and career path.

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

Psychology Program Award
Awarded to a student who demonstrates creativity in, and commitment to, psychology, preferably a graduating senior, who has completed at least 60 total hours of study with at least 12 of these hours in upper-level psychology classes, and who maintains a GPA of 3.5 or better.

Spanish Program Award
Awarded to an outstanding Spanish major who excels academically and contributes to the university and community at large by participating in Spanish/Hispanic language and cultural activities.

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

Study Abroad
USCB offers programs open to students who wish to study in other countries. Language study, course work on foreign cultures and extensive financial planning are invariably part of the planning process.

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

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

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

UNDERGRADUATE ADMISSION

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

Applicants must complete appropriate admission forms and submit them along with required credentials to the Office of Admissions. Application forms may be obtained from the Office of Admissions or on the web at http:www.uscb.edu.

A one-time, non-refundable $40 application fee is required of all applicants and must accompany the application. A check or money order should be made payable to USCB.

Priority application dates:

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

General Undergraduate Admission Requirements

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

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

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

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

- Copy of the South Carolina driver's license if the student first became a licensed driver in the state after January 1, 2002;
- A Certified Birth Certificate indicating that you were born in the United States or a territory of the United States. A photocopy of your birth certificate is not acceptable.
- Current U.S. Passport or U.S. Passport that has not been expired more than 10 years;
- Certificate of Naturalization -- USCIS Form (N-550 or N-570);
- U.S. government issued Consular Report of Birth Abroad;
- Certificate of Citizenship (N-560 or N-561);
- Unexpired U.S. Active Duty/Retiree/Reservist Military ID Card (DOD DD-2)
- The University can accept photocopies of birth certificates and other citizenship documents so long as we reserve the right to demand production of the certified original in the event we have any questions about whether the copy is true and accurate, or in the event any of the information on the copy is unreadable.

For more information: http://registrar.sc.edu/html/citizenshipverification.stm

Selecting a Major

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

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

Students who wish to declare a major in Early Childhood Education, Liberal Studies or Nursing require special approval from the Department Chair. Admission to the University does not guarantee admissions to an academic program.

Freshman Admission

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

Freshman applicants must submit:

1. Completed application
2. Specified non-refundable application fee
3. Official high school record complete up to the time of application with a minimum of 2.0 weighted core GPA
4. Entrance examination scores (either SAT [minimum score of 800] or ACT [minimum score of 17]).

In addition, students must submit a final high-school transcript showing date of graduation as soon as possible after completion of high school.
Prospective students must have adequate preparation for the curriculum in which they plan to enroll. At a minimum, applicants for admission are required to complete a college preparatory program with units distributed among the following academic subjects:
Units Required: 22

1. **English (4 units).** At least two units must have strong grammar and composition components, at least one must be in English literature, and at least one must be in American literature. Completion of college preparatory English I, II, III, and IV will meet this criterion.

2. **Mathematics (4 units)**. Effective for the academic year 2011-2012, entering freshman are required to complete four units of mathematics. 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 higher-level mathematics course should be selected from among Algebra III/trigonometry, precalculus, calculus, statistics, discrete mathematics, or a capstone mathematics course and should be taken during the senior year.

3. **Laboratory Science (3 units).** Two units must be taken in two different fields of the physical or life sciences and selected from among **biology, chemistry,** or **physics**. The third unit may be from the same field as one of the first two units (**biology, chemistry,** or **physics**) or from **any laboratory science** for which **biology** and/or **chemistry** is a **prerequisite**. Courses in earth science, general physical science, or introductory or general environmental science for which biology and/or chemistry is not a prerequisite will not meet this requirement. It is strongly recommended that students take physical science (taught as a laboratory science) as a **prerequisite** to the three required units of laboratory science outlined in this section.

4. **Social Studies (3 units).** Three units of social studies. One unit of U.S. history is required; a half unit of economics and a half unit of government are strongly recommended.

5. **Foreign Language (2 units).** Two units of foreign language must be in the same language.

6. **Fine Arts (1unit)**: One unit in Appreciation of, History of, or Performance in one of the fine arts.

7. **Academic Elective (4 units).** Four college preparatory units must be taken from at least three different fields selected from computer science, English, fine arts, foreign languages, humanities, laboratory science (excluding earth science, general physical science, general environmental science, or other introductory science courses for which biology and/or chemistry is not a prerequisite), mathematics above the level of Algebra II, or social sciences. It is suggested that one unit be in computer science, which includes programming, and one unit in fine arts (appreciation of, history, or performance).

8. **Physical Education (1 unit).** One unit of physical education or ROTC is required.

Units Required: 22

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

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

Assessment of Academic Records

Freshman applicants who meet the course requirements will be evaluated on the basis of high-school grades, class rank and entrance examination scores. These factors will be used to determine the applicant's probability of completing the requirements for the desired degree. Applicants who have earned a cumulative average of C+ on the defined preparatory units above and who score 800 on the SAT or 17 on the ACT may be admitted to USCB. Exception to admission requirements will be considered for applicants who present written documentation to the Director of Admissions for review and re-evaluation of original decision.

International Student Admission

All international students applying for admission to an undergraduate degree program must complete an international student application and submit it to the Admissions Office at USCB. All international students must submit bank statements or certified statements for financial ability to provide approximately $26,500 or more for twelve (12) months' total expenses. This is required before the I-20 certificate of eligibility can be signed. International applicants are also required to pay a $500.00 processing fee along with the $40 application fee before attending their first semester

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

International Freshman Applicants

Freshmen applicants from other countries are required to submit:
- official copies of secondary school (high school) transcripts;

- Test of English as a Foreign Language (TOEFL) scores (550 on the standard, 213 on the computer-based version or 77 on the internet based TOEFL);

International Transfer Applicants

International students who are applying for admission and have completed courses at post-secondary institutions are considered to be transfer students and must meet the transfer student requirements outlined in this *Bulletin* under Transfer Admission. If the applicant has completed fewer then 30 semester hours of college-level work, s/he must meet both transfer and freshman entrance requirements. In addition to the application and fee, the international transfer student must submit:

- Complete official transcripts of college-level courses through the time of application; these are to be supplemented by final transcripts to reflect complete academic work prior to beginning classes at the university. Transfer students who have earned a degree or taken any courses in countries outside the United States must have an official transcript evaluated by a professional evaluation service. This evaluation must be forwarded directly to the USCB Admissions Office from the evaluation service. Students will not be considered for admissions until this evaluation is received;
- TOEFL scores (550 on the standard, 213 on the computer-based version or 77 on the internet based TOEFL);
- If the applicant has attempted less than 30 semester hours of college level work, complete official high school records must also be submitted.

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

Transfer students who have earned a degree or taken any courses in countries outside the United States must have an official transcript evaluated by a professional evaluation service. This evaluation must be forwarded directly to the USCB Admissions Office from the evaluation service. (A list of two professional Evaluation Services can be obtained from the USCB Admissions Office or found on the USCB web site at http:www.uscb.edu/admissions. Students will not be considered for admission until this evaluation is received).

Waiver of Foreign Language Requirement for Bilingual Speakers

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

Non-Degree Candidate Admission

Applicants who wish to attend the university for one semester or on some limited basis may be approved to do so upon submitting a Non-Degree application. The admissions office reserves the right to determine the proper category of admission and to determine what credentials may be required.

Non-Degree Students

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

Concurrent

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

Student eligibility:
- Student must be a junior or senior in high school
- Minimum GPA of 3.0 grade point average (on a 4.0 scale)
- Approval from student's high school (Principal or Guidance Counselor)
- Prerequisites must be met prior to enrollment of course
- Entrance exam scores (SAT I or ACT)

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

Audit

Anyone may audit courses with permission of instructor. To audit courses, apply as a non-degree 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.

Military Special

Certification of active duty military status is required.

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

Non-Traditional Students

Non-traditional students at USCB are typically students who are 25 years of age or older. Non-traditional students may also be students who do not attend college the semester after they graduate from high school.

Admissions Requirements for Non-Traditional Students

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

Awarding Academic Credit to Non-Traditional Students

Students may validate the knowledge they have gained through work or public service experiences by submitting the results of CLEP subject exams, taking USCB challenge exams, submitting documents indicating educational experiences in the military, or submitting credits earned for USC correspondence courses. Appropriate policies which have been established by the university state that a maximum of 30 semester hours of non-traditional credit may be applied to a baccalaureate degree.

Provisional Admission

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

Readmission of Former Students

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

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

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

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

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

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

Priority application deadlines:

Fall term: August 1
Spring term: December 1
Summer term: Two weeks prior to registration for the term.

There is a $10 fee for readmission applications.

Senior Citizen Admission

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

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

- *Senior Citizen Application (submit to the Admissions Offices)*
- *Free Tuition Application for Senior Citizens (submit to the Bursar's Office at either campus, along with a copy of the driver's license)*

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

Summer Admission

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

Summer Attendance Only

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

Transfer Admission

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

Transfer applicants for admission must submit:

1. a completed application
2. specified *non-refundable* application fee
3. complete official transcripts from postsecondary institutions through the time of application; these must be supplemented by final transcripts that reflect complete academic work prior to beginning classes
4. complete high-school records including entrance exam results if less than 30 semester hours or 45 quarter hours of college-level work have been attempted in a regionally accredited college or university.

Transfer students are required to have a 2.0 cumulative GPA in all previous college-level course work. In addition, they must be in good standing and eligible to return to the institution last attended. Transcript Request Forms are available through the USCB Admissions Office or on line at http:www.uscb.edu. Students must request and submit official transcripts from each previous academic institution. (Hand delivered transcripts or transcripts that say 'issued to student' will be considered unofficial, unless the admissions office receives it in a sealed envelope from the institution). The applicant must submit transcripts of all previous college courses attempted whether or not credit was earned and regardless of whether the applicant wishes to transfer any credit. Failure to report all attempted college courses may constitute sufficient cause for later dismissal from the university.

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

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

1. courses that are occupational or technical in nature;
2. courses that are essentially remedial in nature;
3. courses from a two-year institution which are considered upper-division or upper-level at the university;

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

Exceptions to this rule may be made only by the Executive Vice Chancellor for Academic Affairs and only in specific cases where such courses are judged to be uniquely relevant to the student's degree program. Transfer credit will not be accepted for courses the equivalent of which a student has been enrolled in previously at the university, unless the academic work presented for transfer represents a minimum of a full year of resident work at the other institution. Similarly, a student cannot receive credit for a course taken at the university if s/he has received transfer credit for an equivalent course previously taken at another institution.

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

Where articulation agreements do not apply and there is some doubt about the appropriateness of a transfer course for general education credit, a decision will be rendered by the Director of General Education. Regardless of the point in an academic career at which students enter the university, all must complete the final year (the last 30 semester hours before graduation) enrolled in classes at USCB.

Evaluation of Transfer Credits

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

Original records are required and evaluated for courses exempted at a previous college. Exemption credit or acceptance of transfer credit by another college has no bearing on the evaluation of transfer credit at USCB. Applicants for admission with advanced standing from colleges and universities not accredited by a regional accrediting association will need to validate transfer credits. Details of the validation procedure vary and may be obtained from the Registrar's Office.

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

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

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

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

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

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

Transfer: State Policies and Procedures

Background

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

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

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

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

Statewide Articulation of 86 Courses

The Statewide Articulation Agreement of 86 courses already approved by the South Carolina Commission on Higher Education for transfer from two to four-year public institutions shall be applicable to all public institutions, including two-year institutions and institutions within the same system. In instances where an institution does not have synonymous courses to ones on this list, it shall identify comparable courses or course categories for acceptance of general education courses on the statewide list. Refer to the following web site: http://www.che.sc.gov/

Articulation Agreements with Other Institutions

The purpose of an articulation agreement is to enhance further the cordial and cooperative relationship between the University of South Carolina Beaufort (USCB) and other Technical Colleges in South Carolina, Georgia, and internationally, to further the purposes of scholarship, to provide a framework for students, and to provide an opportunity for graduates of technical colleges to transfer to USCB to earn a baccalaureate degree.

The USCB academic departments have articulation agreements with the following institutions:

Department of Education	Technical College of the Lowcountry
Department of Hospitality Management	Centennial College Hotel Institute Montreux Ogeechee Technical College Savannah Technical College Technical College of the Lowcountry
Department of Nursing	Technical College of the Lowcountry
Department of Social Sciences	Greenville Technical College Florence Darlington Technical College Horry-Georgetown Technical College Midlands Technical College Trident Technical College

Admissions Criteria, Course Grades, GPAs, Validations

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

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

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

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

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

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

f. Lists of all articulation agreements with any public South Carolina two-year or other institution of higher education, together with information about how interested parties can access these agreements.

g. Lists of the institution's Transfer Officer personnel together with telephone and fax numbers and office address.

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

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

Course work (individual courses, transfer blocks, statewide agreements) covered within these procedures shall be transferable if the student has completed the course work with a "C" grade (2.00 on a 4.00 scale) or above, but transfer of grades does not relieve the student of the obligation to meet any GPA requirements or other admissions requirements of the institution or program to which application has been made.

a. Any four-year institution which has institutional or programmatic admissions requirements for transfer students with cumulative grade point averages (GPAs) higher than 2.00 on a 4.00 scale shall apply such entrance requirements equally to transfer students from regionally accredited South Carolina public institutions regardless of whether students are transferring from a four-year or two-year institution.

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b. Any multi-campus institution or system shall certify by letter to the commission that all course work at all of its campuses applicable to a particular degree program of study is fully acceptable in transfer to meet degree requirements in the same degree program at any other of its campuses.

Any course work (individual courses, transfer blocks, statewide agreements) covered within these procedures shall be transferable to any public institution without any additional fee and without any further encumbrance such as a validation examination, placement examination/instrument, verification instrument, or any other stricture, notwithstanding any institutional or system policy, procedure, or regulation to the contrary.

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

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

- Arts, Humanities and Social Sciences: Established curriculum block of 46–48 semester hours
- Business Administration: Established curriculum block of 46–51 semester hours
- Engineering: Established curriculum block of 33 semester hours
- Science and Mathematics: Established curriculum block of 51–53 semester hours
- Teacher Education: Established curriculum block of 38–39 semester hours for early childhood, elementary and special education students only. Secondary education majors and students seeking certification who are not majoring in teacher education should consult the Arts, Humanities and Social Sciences or the Math and Science transfer blocks, as relevant, to assure transferability of course work
- Nursing: By statewide agreement, at least 60 semester hours shall be accepted by any public four-year institution toward the baccalaureate completion program (BSN) from graduates of any South Carolina public associate degree program in nursing (ADN), provided that the program is accredited by the National League of Nursing and that the graduate has successfully passed the National Licensure Examination (NCLEX) and is a currently licensed Registered Nurse.

Any "unique" academic program not specifically or by extension covered by one of the statewide transfer blocks/ agreements shall either create its own transfer block of 35 or more credit hours with the approval of CHE staff or shall adopt either the Arts/Social Science/Humanities or the Science/Mathematics block by September, 1996. The institution at which such program is located shall inform the staff of the CHE and every institutional President and Vice President for Academic Affairs about this decision.

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

Related Reports and Statewide Documents

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

The policy paper entitled State Policy on Transfer and Articulation, as amended to reflect changes in the numbers of transfer blocks and other Commission action since July 6, 1995, is hereby adopted as the statewide policy for institutional good practice in the sending and receiving of all course credits to be transferred.

Assurance of Quality

All claims from any public two- or four-year institution challenging the effective preparation of any other public institution's course work for transfer purposes shall be evaluated and appropriate measures shall be taken to reassure that the quality of the course work has been reviewed and approved on a timely basis by

sending and receiving institutions alike. This process of formal review shall occur every four years through the staff of the Commission on Higher Education, beginning with the approval of these procedures.

Statewide Publication and Distribution of Information on Transfer

The staff of the Commission on Higher Education shall print and distribute copies of these procedures upon their acceptance by the commission. The staff shall also place this document and the appendices on the commission's home page on the internet under the title "Transfer Policies."

By September 1 of each year, all public four-year institutions shall on their own home page on the internet under the title "Transfer Policies":

    a.   Print a copy of this entire document (without appendices).

    b.   Print a copy of their entire transfer guide.

    c.   Provide to the staff of the commission in satisfactory format a copy of their entire transfer guide for placing on the commission's home page on the Internet.

By September 1 of each year, the staff of the State Board for Technical and Comprehensive Education shall on its home page on the internet—under the title "Transfer Policies":

    a.   Print a copy of this document (without appendices).

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

Each two-year and four-year public institutional catalog shall contain a section entitled "TRANSFER: STATE POLICIES AND PROCEDURES." Such section at a minimum shall:

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

    b.   Designate a Chief Transfer Officer at the institution who shall provide information and other appropriate support for students considering transfer and recent transfers serve as a clearinghouse for information on issues of transfer in the State of South Carolina provide definitive institutional rulings on transfer questions for the institution's students under these procedures work closely with feeder institutions to assure ease in transfer for their students. At USCB the transfer officer is the Assistant Director of Admissions.

    c.   Designate other programmatic Transfer Officer(s) as the size of the institution and the variety of its programs might warrant.

    d.   Refer interested parties to the institutional Transfer Guide of the state's four-year institutions.

    e.   Refer interested parties to the institution's and the Commission on Higher Education's home page on the internet for further information regarding transfer.

Additional Credit

College Board Advanced Placement (AP) Examinations

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

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

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

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

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

International Baccalaureate (IB) Policy

USCB recognizes the academic challenge inherent in the IB Program and encourages students who have completed the IB diploma to apply for admission. IB graduates who score well (4-7) on their Higher Level exams will be awarded college credit as determined by the academic departments. No credit is awarded for subjects passed at the Subsidiary level of IB, nor for IB Higher-Level examination scores in the following areas: English A1, Biology, Business and Organization, Chemistry, Computing Studies, Economics, Foreign Languages, Geography, History, Mathematics, Music, Physics, Psychology, Social Anthropology. To receive credit, the student must have the official examination results sent to the Office of Admissions, University of South Carolina Beaufort, One University Boulevard, Bluffton SC 29909.

College Level Examination Program (CLEP)

The University awards credit by examination to certain CLEP subject examinations only. By attaining an acceptable score, a student may receive credit equal to that normally earned in the comparable university course. To receive credit, the student must have the official examination results sent to the Office of Admissions, University of South Carolina Beaufort, One University Boulevard, Bluffton SC 29909.

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

Credit Granted for Educational Experiences in the Military

USCB recognizes the educational experiences and training which members of the armed forces receive during their time of service. Academic credit may be awarded for educational experiences in the military if they are in accordance with recommendations published by the American Council of Education (ACE) and are consistent with university policy on transfer of credit. Credit will be applied to a degree program upon approval. For more information contact the USCB Military Programs Office.

Academic Common Market

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

ACADEMIC REGULATIONS AND POLICIES

Overview

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

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

Registration at USCB assumes the student's acceptance of all published regulations.

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

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

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

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

Academic Assessment

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

Students, faculty and staff play critical roles in the assessment process. Consequently, participation in assessment activities is a university priority and responsibility. The information gleaned from assessment activities is used for planning and program improvement. Many of the university's assessment activities are

mandated by external agencies. Therefore, all students wishing to receive a degree from USCB must complete procedures required for the assessment of general education and those required by their major and/or area of concentration. If a student fails to participate in a required assessment activity, a hold will be placed on the student's records and the student will not be able to register for any future semesters until the assessment activity is completed.

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

Primary responsibility for coordinating the assessment of general education is with the Office of Institutional Effectiveness and Research. The faculty is actively involved in planning assessment and using the results of assessment to evaluate the effectiveness of general education. The assessment of general education is administered through the use of exams, interviews, surveys, questionnaires, or other instruments as developed by the faculty and staff in the Office of Institutional Effectiveness and Research.

The results of any activities used for program or general education assessment may not be used for promotion and/or tenure files, annual performance evaluations or for the evaluation of any student's progress in a course or progress toward a degree. Assessment activities, however, are integral to the processes of teaching and learning. Some examples of assessment activities you may be required to participate in include: advisement survey, graduating student survey, Noel-Levitz Student Satisfaction Inventory, National Survey of Student Engagement (NSSE), program exit surveys, Major Field Test and ACT CAAP tests.

Assessment Testing of Rising Juniors

USCB is committed to the assessment and continuous improvement of its programs. To assess the effectiveness of its general education program, the university requires all degree seeking, new and transfer students to take an examination during the spring semester of their sophomore/junior year (when students have between 45 and 60 collegiate hours completed). This examination is used by USCB only to assess and improve the quality of its programs. It in no way affects the grades or status of the student in the university. Since accurate testing results are vital to the effective assessment and improvement of its programs, the university appreciates the cooperation of students with this process and asks students to make a serious effort on the examination. If a student fails to participate in a required assessment activity, a hold will be placed on the student's records and the student will not be able to register for any future semesters until the assessment activity is completed. Students with questions should call the Office of Institutional Effectiveness and Research at 843-521-4178.

Student Evaluation of Teaching

Students have the opportunity to evaluate the teaching effectiveness of faculty members through a faculty course evaluation survey given near the end of the course but prior to final exams. Faculty members are required to ensure that student evaluation forms are administered during class time in all classes except those in which the faculty-student ratio is one-to-one. In team-taught courses the evaluation shall be administered for each faculty member. Faculty members are required to leave the room while students are completing their written evaluations. The survey will be added to online courses for students to complete. After the semester has ended, the faculty member will receive a compilation of the evaluations. You may report any deviations from the stated procedures to the Director of Institutional Effectiveness and Research at (843) 521-4178. The Executive Vice Chancellor for Academic Affairs has ultimate responsibility for administration of the evaluations and ensuring the reliability of records.

Academic Probation and Suspension Policy

The following standards for continuing at the University of South Carolina Beaufort (USCB) apply to all undergraduate students. Students who are enrolled in the fall 2010 semester or thereafter, regardless of when first enrolled at the university, will use the standards below. Administration of these regulations is the responsibility of the Executive Vice Chancellor for Academic Affairs, who is not empowered to waive any of the provisions.

Academic Review

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

Academic Probation (USCB Grade Point Average less than 2.0)

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

First-Year Freshmen Academic Recovery Program

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

Removal from Academic Probation

When a student's cumulative GPA at the end of any semester is a 2.0 or above, s/he is not 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 cumulative USC system grade point average at the end of that semester in order to avoid suspension. A student may also continue on probation and avoid suspension if the semester grade point average is 2.50 or greater. Standards for continuing on probation are based on the cumulative grade hours the student has attempted at USC. The chart below shows the grade point averages required in order to avoid suspension

Probation Chart

Cumulative Grade Hours Attempted (GH)	Placed on probation	Continue on probation (avoid suspension)	Removed from probation
12-35	below 2.0 cumulative GPA	1.50 or higher cumulative GPA	2.0 or higher cumulative GPA
36-71	below 2.0 cumulative GPA	1.80 or higher cumulative GPA	2.0 or higher cumulative GPA
72+	below 2.0 cumulative GPA	Only with semester reprieve (see below) or by college petition	2.0 or higher cumulative GPA
SEMESTER REPRIEVE: Regardless of the USC system GPA, a student may continue on probation and avoid suspension if the semester grade point average is 2.5 or greater.			

First Suspension

Students unable to meet the standards shown above are suspended from USCB for one fall or spring semester and the contiguous summer (approximately eight months). Students have the right to appeal their suspension to the USCB Admissions and Petitions Committee.

Returning after First Suspension

After the suspension has been served, a student will be considered for readmission by the department to which the student is seeking admission. A student readmitted following suspension continues on probation and is reviewed for suspension at the end of each fall and spring semester. A semester grade point average of 2.5 or higher must be achieved each semester until the cumulative USC system GPA reaches the level above which suspension would occur (see chart).

Returning after a Subsequent Suspension

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

Earning Academic Credit While on Suspension

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

Retention in Degree Programs

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

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

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

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

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

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

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

Student Grievance Process

The purpose of the student grievance process is to furnish a student enrolled at USCB with a formal, standardized method for seeking a resolution when the student believes s/he has been treated unjustly or improperly by a faculty or staff member. A student may seek a solution to an unresolved difference with a faculty or staff member in accordance with this policy.

I. **Academic Grievance Policy**

    A. The procedures herein shall not extend to matters of grading student work where the substance of a complaint is the student's disagreement with the mark or grade placed on his or her work. Such matters may be discussed by the student and the instructor, but final grading authority shall remain with the instructor.

    B. The basis for a student academic grievance shall be limited to a violation of Teaching Responsibility policies set forth in the Faculty Manual or a violation of the University policy on Protection of Freedom of Expression or the University policy on Protection Against Improper Disclosure.

    C. A student who wishes to pursue an academic grievance shall first meet with the instructor concerned, then with the appropriate departmental or program head, and then with the Executive Vice Chancellor for Academic Affairs. An academic grievance shall be referred to the USCB Judicial Board only if either the student or the instructor is dissatisfied with the previous administrative action.

II. **Non-Academic Grievance Policy**

    A. This Non-Academic Grievance Policy is designed to provide students with an opportunity to address non-academic complaints and problems that they have been unable to resolve through other channels.

    B. For purposes of this policy, a grievance is defined as dissatisfaction occurring when a student believes that a condition affecting him or her is unjust, inequitable, or creates an unnecessary hardship. Such grievances include, but are not limited to, the following:

        1. An instructor's failure to abide by university policies or failure to abide by written or stated course requirements in such a way as to adversely influence the student's academic standing;

        2. Abusive or improper conduct on the part of the instructor or staff member;

        3. Discrimination against students by faculty or staff on non-academic matters for reasons of race, color, national origin, religion, sex, age, handicap or veteran status;

        4. Improper personal or professional behavior involving students, faculty or staff;

        5. Wrongful assessment and processing of fees;

        6. Records and registration errors.

            NOTICE: Grievance procedures have been established to provide students with a forum for resolution of problems not otherwise addressed by university policy or procedure. The grievance procedure may not be used to appeal disciplinary decisions, state residency classification decisions or any other type of decisions for which a clearly defined appeal process has already been established.

    C. Non-Academic Grievance Procedure

        The initial phase of the student grievance procedure involves a conference between the student and the instructor or staff member (the instructor's or staff member's supervisor may be present, provided this is agreed to by the grieving student). The conference must take place within five days of the incident that prompted the grievance. The purpose of this meeting is to attempt to resolve all differences in an informal, cooperative manner.

        If the student is not satisfied with the results of this conference, then the student must schedule a meeting with the appropriate authority—the Executive Vice-Chancellor for Academic Affairs (in the case of faculty and academic support staff) or the Vice-Chancellor for Student Development (in the case of other staff)—within five days of the conference if the student wishes to pursue the grievance. If either Vice Chancellor is a party against whom the grievance is filed, then the Chancellor of USCB shall hear the grievance. If the student is dissatisfied with the results of the meeting with the appropriate authority, then

s/he may request the USCB Judicial Board to review the grievance in accordance with the procedure described below.

If the student desires the USCB Judicial Board to review the grievance, then the student must file the grievance in writing and within five days of the meeting with the appropriate authority. The student's written grievance statement must (i) state the grievance, (ii) state why the appropriate authority's response is unacceptable to the student, and (iii) specifically request a hearing before the USCB Judicial Board, if the student desires a hearing. The written grievance must be filed through the appropriate Vice Chancellor's office and must contain the names of the principal parties involved in the grievance and include copies of any written materials that support the grievance. If a Vice Chancellor is grieved against, then the written grievance shall be filed through the Office of the Chancellor of USCB.

If a Judicial Board member is one of the parties in a grievance action, then an appropriate alternate will assume the Judicial Board member's place on the Board.

Upon receipt of the student's written grievance, the Judicial Board shall provide a copy of it to the faculty or staff member identified in the grievance and request the faculty of staff member to submit a written response to the Board within five days from the date of the Board's request. If requested by the student, the Judicial Board shall schedule a hearing to be held within ten days of the Board's receipt of the faculty or staff member's written response. The Judicial Board shall then a send written notice to the student, the faculty or staff member and the appropriate Vice Chancellor that contains the following information: (i) a copy of the student's written grievance; (ii) the time and place of the hearing; and (iii) a statement of the principal parties' right to bring witnesses and present evidence.

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

The Judicial Board shall meet in private to discuss the case upon the conclusion of the hearing. The Judicial Board shall decide the grievance by majority vote. The Judicial Board shall inform the principal parties and the appropriate Vice Chancellor and the Chancellor of its decision within ten days of the conclusion of the hearing. If the student does not request a hearing, then the Judicial Board shall inform the principal parties and the appropriate Vice Chancellor and the Chancellor of its decision within ten days of receipt of the student's written grievance. The Judicial Board's decision shall be final.

Academic Honors

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

- President's Honor List**:** a grade point average of 4.00 earned on a minimum of 12 credited semester hours.
- Chancellor's Honor List: a grade point average of 3.50 or higher (3.25 or higher for freshmen) earned on a minimum of 12 credited semester hours.

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

Graduation with Honors
Graduation with honors will be based on a cumulative GPA calculated on the basis of all work for college credit, including any attempted at other institutions at any time. This calculation will include all courses attempted, not just those submitted in fulfillment of graduation requirements. Honors designators are determined at the time of graduation and may not be applied retroactively.

In addition, students with overall honors must show a GPA at USC which meets the level specified for the honors being sought.

The following designations indicate a consistently high level of academic achievement throughout the student's entire academic career. To graduate with such honors, a student must have earned at least 60 credit hours applicable toward the degree in residence at the University, 30 credit hours for an associate degree. Courses taken by a transient student at other institutions, by correspondence, by examination, or by exemption are not considered "in residence."

Summa Cum Laude	a cumulative GPA of 3.95-4.00
Magna Cum Laude	a cumulative GPA of 3.750-3.94
Cum Laude	a cumulative GPA of 3.500-3.749

Academic Standing

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

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

Student Levels
Student Level is determined by the following standards:
- *First Year (Freshman):* An entering Freshman who has never attended any college, including students enrolled for the fall term who attended college for the first time in the prior summer. This also includes students who entered with advanced standing (college credits earned while in high school) or who were admitted under an alternative admission program (Provisional). 0-29 semester hours.
- *Second Year (Sophomore):* A student who has completed the equivalent of one year undergraduate work, that is, at least 30 semester hours but less than 60 semester hours in a 120 semester hour program.
- *Third Year (Junior):* A student who has completed the equivalent of two years of full time undergraduate work, that is, at least 60 semester hours but not more than 90 semester hours in a 120 semester hour program.
- *Fourth Year and Beyond (Senior):* An undergraduate student who has completed the equivalent of three years of full time undergraduate work, that is, at least 90 semester hours in a 120 semester hour program.

Change of Campus

Changing campuses from USCB to one of the University's other campuses is a relatively easy process.

Students who desire to change from one USC School to another within the University of South Carolina must obtain an Application for Change of College/Campus form from the Office of the Registrar. The current and new campus/school must approve the change. This procedure should be handled well in advance of the registration for a particular term.

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

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

Incoming Change of Campus Students

Students interested in transferring to USCB from another USC Campus must be in good standing and have an overall USC GPA of at least a 2.0. Students who have fewer than 30 credit hours at another USC campus must meet the admissions requirements for a baccalaureate degree at USCB prior to approval of the change of campus form. Students seeking to enroll in degree programs with designated admissions requirements must be approved by the chair of the appropriate department prior to approval of the change of campus.

Outgoing Change of Campus Students

Students who desire to change from USCB to another campus within the University of South Carolina must obtain an Application for Change of College/Campus form from the Office of the Registrar. The current and new campus/school must approve the change. Students should consult with the USC campus at which they are seeking to enroll regarding any academic requirements or deadlines prior to submitting their request to change campuses. This procedure should be handled well in advance of the registration for a particular term.

Changes in Registration

Cancelled Classes

Occasionally a class will be cancelled due to insufficient enrollment or for some other reason. When this happens, the Office of the Registrar will 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 withdrawing in this instance; however students are responsible for adding any additional courses on VIP.

Changes in Enrollment

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

Changes in Programs of Study

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

Course Substitutions

Only under unavoidable and exceptional circumstances will the faculty permit substitution for or exemption from the prescribed curricula. When it becomes necessary to request a deviation from the prescribed course of study, students should consult the Department Chair before preparing a petition listing the substitutions or exemptions sought and the reasons therefore. Deviations from degree requirements published in the *Bulletin* must be endorsed by the appropriate Department Chair and approved by the Executive Vice Chancellor for Academic Affairs.

Dropping a Course

Courses from which the student withdraws by the last day to change a course schedule or drop without a grade of "W" will not be recorded on a student's permanent record. Thereafter, during the first six weeks of a semester, the grade of "W" will be recorded on a student's transcript, but the semester hours will not enter

into the computation of hours attempted, grade point average, or any other totals. In summer sessions and other shortened sessions this period will be 43 percent of the total number of class hours instead of six weeks.

Students dropping a course or withdrawing from the University after the first six weeks of a semester will normally receive a grade of WF. A WF is treated as an F in the evaluation of suspension conditions and in computing the student's grade point average. Students who stop attending classes without officially withdrawing will have the grade of "F" recorded for all courses. This grade is included in all calculations and totals. Dropping all classes does not constitute formal withdrawal from the university. Withdrawal from courses after the last day of classes is not permitted.

Exceptions to the assignment of a grade of "WF" are possible for verifiable, documented reasons. Please see process for withdrawing for extenuating circumstances.

Enrollment Discrepancies
Instructors are asked to forward to the Registrar's Office any enrollment discrepancies in the class. This pertains to students who are enrolled in one section and attending another or enrolled in a course that they thought they had dropped. Students who receive notice of an enrollment discrepancy must contact the Registrar immediately and present all advisement forms pertaining to that semester.

Exit Interviews for Loan Recipients
Before leaving USCB, loan recipients are required to complete an Exit Interview that covers their rights and responsibilities as loan recipients. Failure to complete Exit Interview Counseling may result in a hold being placed on their transcripts. Students may complete this requirement online at: www.mappingyourfuture.org.

Withdrawal from the University
All full- or part-time students wishing to withdraw from the University or to discontinue enrollment from all courses for the semester should follow the instructions online at https://vip.sc.edu when they request to drop their last course. The Office of the Registrar is available to assist students in completing the withdrawal process. The date of withdrawal from the university will be posted on student transcripts.

Withdrawal from courses after the last day of classes is not permitted. Students absent from any final exams will be given a grade of "F" for the course if they have not provided an excuse acceptable to the instructor. A final examination may be made up at the discretion of the instructor within the university's examination period with permission from the Executive Vice Chancellor for Academic Affairs.

Withdrawal for Extenuating Circumstances
If a student must either drop a course or withdraw from the university for medical reasons, or for another acceptable major cause after the penalty date (last day to receive a "W"), the grade of "W" may still be assigned. A Request for Assignment of a "W" Grade for Extenuating Circumstances After Penalty Date form, available from the Registrar's Office, must be approved by the course instructor(s) and the Executive Vice Chancellor for Academic Affairs. A student seeking withdrawal due to extenuating circumstances must withdraw from all courses for that term. The only exception to this is for courses where the students have arranged with the instructor for an incomplete. Students have only one semester following the term for which they are seeking withdrawal for extenuating circumstances to complete the entire process including the paperwork.

Code of Conduct

Academic Code of Conduct
The first law of academic life is intellectual honesty. Students of the university are expected to be honest and forthright in their academic endeavors. The following acts of academic dishonesty subject to disciplinary action include: lying, plagiarism, bribery, cheating and academic misconduct. Plagiarism, even

the first offence, will result in a failing grade for the course in addition to any sanctions assigned by the appropriate hearing body or official.

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

Student Code of Conduct

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

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

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 USCB Admissions and Petitions Committee through the Office of the Registrar. The student's petition for a modification of academic regulations must be submitted with a recommendation from the Department Chair. Should the student's request be denied by the Committee, the student may appeal to the Executive Vice Chancellor for Academic Affairs. The Executive Vice Chancellor's response may be reviewed by the Chancellor, whose response will be final.

Course Credit

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

No student suspended from USCB for any reason may earn academic credit during the period of suspension, whether by residence elsewhere or by correspondence courses of any origin.
Remedial courses may not be used to meet degree requirements.

Credit by Examination

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

Transfer Credit

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

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

Students cannot receive degree credit for a course taken at the University if they have received transfer credit for an equivalent course taken previously at another institution. Credit for summer school, correspondence and extension work completed at other institutions by a USCB student will not be accepted by transfer if the student has previously been enrolled in an equivalent course at USCB. Credit for other courses will be accepted only under the conditions that each course has been approved in advance as evidenced by a signed and approved Request to Earn Credit through Special Enrollment form filed with the Office of the Registrar; and each course has been passed with a grade adequate for transfer purposes.

The Request to Earn Credit through Special Enrollment form is available from the Office of the Registrar for USCB students interested in taking credits elsewhere for transfer to USCB. Credits earned while a student is on academic suspension from the university cannot be applied toward a degree or used in improving the grade point average.

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

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

Transient Credit

USCB is accountable for the integrity of its degrees and it is essential that degree programs be closely monitored by university faculty. Therefore, students entering USCB to seek a degree should expect to complete the majority of their academic work at USCB. Normally students who wish to earn more than a semester of credit at another institution should meet all requirements and transfer to that institution. In some programs and with the permission of the academic advisor and Department Chair, students may take up to 18 semester hours of courses in transient status provided they are in good standing; the courses are approved in advance as evidenced by a signed and approved Request to Earn Credit through Special Enrollment form filed with the Office of the Registrar; and the other institution is fully accredited and the course work meets university specifications for transfer credits.

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

Students from another USC campus must obtain permission from their advisor or college dean/school head to take courses at USCB by completing a Request to Earn Credit Through Special Enrollment. Many times,

students may register on their home campus for USCB courses. Once the work is completed, the grades automatically transfer and are calculated into the student's GPA.

Students from outside the USC system must be admitted to USCB prior to taking courses. The Office of Admissions will send notification of acceptance as concurrent or transient students. Registration procedures and academic calendar deadlines must be observed by all transient students. Once their work is completed, students from outside the USC system must request that an official transcript be sent to their home college.

Degree Regulations

In Residence Requirements
"In residence" means that the student was regularly enrolled in courses at USCB; was a member of a class which was supervised by a regular faculty member of USCB; attended classes on a regular, pre-established schedule; and in other ways conformed to the requirements which are normally connoted by the term "in residence". In residence requirements may not be met by courses for which credit is earned by exemption or exam, courses taken by correspondence, or courses for which transfer credit was awarded. If the student has not established credit for the prescribed number of hours in residence, then the student is not eligible to graduate from USCB.

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

The minimum hours required in residence for each degree is listed in the following table:

Discipline	Degree	Hours	Hours Required in Residence
Associate of Arts	A.A.	60	15
Associate of Science	A.S.	60	15
Biology	B.S.	120	30
Business Administration	B.S.	120	30
Computational Science	B.S.	120	30
Early Childhood Education	B.A.	120	30
English	B.A.	120	30
History	B.A.	120	30
Hospitality Management	B.S.	120	30
Human Services	B.S.	120	30
Liberal Studies	B.A.	120	30
Nursing (including RN to BSN completion)	B.S.N.	127	32
Psychology	B.A.	120	30
Sociology	B.A.	120	30
Spanish	B.A.	120	30
Studio Art	B.A.	120	30

Final Examinations

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

In any course or laboratory which meets two or three times per week, no quiz, test, or examination may be given during the last two class meetings prior to the regularly scheduled examination period. In any course or laboratory which meets once a week, no quiz, test, or examination may be given during the last class

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

If an instructor teaches more than one section of the same course, students may transfer from one examination section to another with the instructor's permission. Students who are absent from any final examination will be given the grade of "F" on the course if they have not offered an excuse acceptable to the instructor.

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

General Information

Academic Advisement
When students are accepted into the university, they are assigned either a faculty or staff academic advisor. Students are expected to meet with their advisor once a semester to plan their course of study for the following semester. Students who do not know their assigned advisor may find this information on VIP in the Academics menu under the second "Show me" category – Registration/Advisor Information. The advisor name is also listed on the "Show me" category – Record of Academic Work for Advisement Only. This information may also be obtained from the Registrar's Office.

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

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

Auditing
A student must have been admitted to the university to be eligible for auditing any course. All auditors must be admitted to the university and go through the regular registration process. Those who are not full-time students will be charged the same fees as for courses taken for academic credit. Auditing a course consists of attending classes and listening without fulfilling graded work. Therefore, an auditor is not responsible for any assignments or examinations. No grade for the course is awarded.

No credit may be earned in an audited course by examination or otherwise. No audited course may be repeated for credit at a later date except by those students who have been verified as learning disabled by the Director of Career and Disability Services and whose academic advisory plan recommends auditing a specific course before it is taken for credit. The applicant must complete the prescribed procedure for enrollment before class attendance will be permitted. Students who have registered for a course on an audit basis and who wish to change their registration to take the course for credit (or who wish to change from credit to audit) must do so no later than the last day to change course schedule or drop without a grade of "W" being recorded, as published in the Academic Calendar.

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

Course Load
To graduate within a normal period of time, a student should earn between 15-17 credit hours per semester in academic studies. Maximum credit limit is 18 credit hours. Students will not be permitted to register for a semester load in excess of 18 credit hours unless they have a cumulative GPA of 3.0 or higher and earned

an average of "B" or better on all courses for which they were enrolled (minimum 12 semester hours) for the preceding semester. Students not meeting this GPA criteria, or are new students, must have the approval of their departmental academic advisor or the Executive Vice Chancellor for Academic Affairs if they have not declared a major yet. No course may be added after the last date to change course schedule or drop without a grade of "W" being recorded, as published in the Academic Calendar.

Undergraduate students who are enrolled in 12 semester hours or more for the fall and spring semester are considered full-time for academic purposes. During summer session an undergraduate student must be enrolled in six semester hours or more to be considered a full-time student for academic purposes. Full-time fees are calculated on 12 semester hours or more. Full-time benefits for veterans are determined by the Office of Veterans Services.

Course Numbering
Courses numbered from 101 to 499 are available for undergraduate credit only.

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

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 Office for all of his/her indebtedness to the university. A student may be prohibited from attending classes or taking final examinations after the due date of any unpaid obligation.

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

Repetition of Course Work
When a course is repeated, both grades will be entered on the student's permanent academic record and included in the grade point average, but course credit toward graduation will be given only once, unless otherwise stipulated in the course description or if granted per USCB's Course Grade Forgiveness Policy.

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

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

Grading System

Attendance
Students are obligated to complete all assigned work promptly, to attend class regularly and to participate in whatever class discussions may occur. Absence from more than ten percent of the scheduled class

sessions, whether excused or unexcused, is excessive and the instructor may choose to exact a grade penalty for such absences.

The instructor's attendance policy should be announced to the student at the beginning of the semester and placed on the syllabus of the course. It is of particular importance that a student who anticipates absences in excess of ten percent of the scheduled class sessions receives prior approval from the instructor before the last day to change schedule as published in the Academic Calendar.

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

Grade Assignment

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

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

A, B, C, D represent passing grades in order from highest to lowest. **B+, C+, D+** may also be recorded. **"F"** represents failing performance. **"AUD"** indicates a course was carried on an audit basis. (See section on Auditing for more information.)

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

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

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

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

Grade Change Policy

Grade changes based on transcription or computation errors shall be reported directly to the Registrar on the appropriate grade change form signed by the instructor. Copies of the submitted form will be sent by the Office of the Registrar to the Executive Vice Chancellor for Academic Affairs, the Department Chair and

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

Grade Forgiveness Policy

Beginning with the Fall 2007 term, the policy of USCB is that every currently enrolled fully-admitted, degree-seeking undergraduate earning a "D+", "D", "F" or "WF" in a USCB course may take up to two (2) undergraduate courses for a second time for the purpose of grade forgiveness. Both the first and second grades shall appear on the USC permanent record, but only the second grade will be used in computing the University of South Carolina cumulative grade point average. An explanatory notice will appear on the record. Once grade forgiveness is applied to a repeated course, the action may not be revoked.

An eligible student wishing to apply the course grade forgiveness policy to a course enrollment may do so at any time during his/her undergraduate enrollment, but no applications will be honored after the degree is awarded. Grade forgiveness can only be applied once per course for a maximum of two courses (not to exceed 8 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 USCB. Courses transferred from other institutions are excluded from this policy. Applications for Grade Forgiveness should be submitted to the Office of the Registrar.

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

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

Grade Point Average

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

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

Grade Reports

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

Pass-Fail Grading

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

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

1. The Pass-Fail grading system is in effect for an indefinite period of time, subject to periodic review.
2. The Pass-Fail option is not available to undergraduate students whose semester or cumulative GPA is less than 2.00.
3. Students are permitted to exercise the Pass-Fail option only on free elective courses.
4. Students who opt for the Pass-Fail grade may not later request a grade for the said course.
5. Students are permitted to take no more than eight courses on a Pass-Fail basis during their undergraduate career.
6. A student wishing to exercise the option must have the permission of the Department Chair and the student's academic advisor. The Pass-Fail Option form is used for this purpose.
7. The option may be elected or revoked by the student no later than the last date for withdrawing from the course without a penalty.
8. Normal prerequisites may be waived for students taking a course on a Pass-Fail basis.
9. Courses taken under this option will be excluded from the calculation of the grade point average.
10. A grade of S will be entered by the Registrar for a regularly assigned passing grade; a failing grade will be registered as U.
11. No course carried on a Pass-Fail basis will be counted toward the hours required for either the President's or the Chancellor's Honor List.
12. A verified learning-disabled student may take on a Pass-Fail basis an elective or required course which is not in the major if the academic advisory plan so recommends the Pass-Fail option for that course. A student who desires use of this option must apply to the Office of Disability and have the approval of the Executive Vice Chancellor for Academic Affairs at the beginning of the semester. With the approval of the Executive Vice Chancellor for Academic Affairs, learning-disabled students may meet specific degree requirements with a satisfactory grade.

System GPA and Collegiate Summary GPA

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

Non USC GPA

The Non USC GPA is calculated on coursework taken at institutions outside of the USC system either prior to enrolling at USC Beaufort or as a transient student or concurrent student. All transfer coursework taken outside of the USC system will be calculated in one GPA. This is referred to as the transfer GPA. The transfer GPA is used by the Office of Admissions to determine whether to accept a transfer student. Once a transfer student is enrolled, the student begins earning grades toward the USC System GPA.

USC System GPA

The USC system GPA is calculated on all coursework attempted at USC Beaufort or other USC campuses. The USC system GPA is used to determine whether a student is placed on probation or suspension. It is also used in conjunction with the Collegiate Summary GPA to determine whether a student meets the requirements to receive a degree from USC Beaufort.

Collegiate Summary GPA The Collegiate Summary GPA is calculated on the totals of the Non USC and USC System Grade Hours and the Non USC and USC System Grade Points.

Graduation

Students wishing to receive a degree from USCB must complete a degree application in the Office of the Registrar by the published deadline for that semester. Students must also submit a copy of their degree audit along with their application for degree. All courses counting toward the degree must meet all regulations and requirements of USCB and the major department which they claim for graduation. This degree audit, after verification, forms the basis for the approval or rejection of students' applications for graduation. A minimum of 2.0 USC System GPA, as well as a minimum 2.0 Collegiate Summary GPA is required for all USCB degrees.

Second Baccalaureate Degree

University of South Carolina Beaufort may confer a second baccalaureate degree upon candidates who have completed requirements for the second degree.

The following specifications for a second baccalaureate degree apply:

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

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

Second Major

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

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

Notification of Student Rights under FERPA

Notification of Student Rights under The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University

official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.

3. Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

   If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

4. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. The University of South Carolina will disclose information from a student's education records only with the written consent of the student, except:

   a. To school officials with legitimate educational interests; A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position; a person or company with whom the University has contracted (such an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility.

   b. To officials of other institutions in which the student seeks or intends to enroll provided that the student had previously requested a release of his/her record;

   c. To authorized representatives of the U.S. Department of Education, U.S. Department of Defense (Solomon Amendment), U.S. Attorney General, INS, the Comptroller General of the United States, state education authorities, organizations conducting studies for or on behalf of the University, and accrediting organizations;

   d. In connection with a student's application for, and receipt of, financial aid;

   e. To comply with a judicial order or lawfully issued subpoena;

   f. To parents of dependent students as defined by the Internal Revenue Code, Section 152;

   g. To appropriate parties in a health or safety emergency; or

   h. To the alleged victim of any crime of violence of the results of any disciplinary proceedings conducted by the University.

   i. The University may disclose the result of a disciplinary proceeding to a parent or guardian so long as the student is under the age of 21 at the time of the incident and the proceeding has resulted in a violation of University drug or alcohol policies, or any federal, state, or local law.

   j. To students currently registered in a particular class, the names and e-mail addresses of others on the roster may be disclosed in order to participate in class discussion.

The University of South Carolina has designated the following items as Directory Information: a student's name, electronic mail address, local and permanent mailing addresses and telephone numbers, identification card photograph, semesters of attendance, enrollment status (full- or part-time), date of admission, date of expected or actual graduation, school, major and minor fields of study, whether or not currently enrolled, classification (freshman, etc.), type of degree being pursued, degrees, honors, and

awards received (including scholarships and fellowships), weight and height of members of athletic teams, and whether the student has participated in officially recognized activities and sports sponsored by the University.

The University may disclose any of these items without prior written consent, unless the student has submitted a written request to the Office of the University Registrar not to release directory information pertaining to them. Requests will be processed within 24 hours after receipt. Telephone directories are published during the summer; students eligible to enroll for the upcoming fall term are listed in the printed directory unless the Office of the University Registrar is notified by May 31. The electronic directory is updated each weekend; requests for non-disclosure will be honored with the next update after the request is processed by the staff of the Office of the University Registrar.

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University of South Carolina to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 600 Independence Avenue, SW, Washington, DC 20202-4605.

Questions concerning this law and the University's procedures concerning release of academic information may be directed to the Office of the University Registrar at 803-777-5555.

Transcripts

To obtain a transcript or certified copy of the end of semester grade report, log onto VIP, complete a Transcript Request, and pay the non-refundable processing fee. All USC-system original transcripts are issued by the Columbia campus and students should contact the USC Columbia Office of the Registrar (registrar.sc.edu or 803-777-5555) for more information. No transcript or partial transcript will be issued to a student who is indebted to USCB.

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

With the exception of copies made for internal use, no copy of a student's permanent record (transcript) will be released to anyone without the student's written consent.

ACADEMIC SUPPORT

Academic Success Center

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

Advisement
Academic Advisement for all new USCB students is initially handled by our Professional Academic Advisors. First-year students will be assigned an academic advisor once they have attended Orientation. Transfer students are assigned advisors based upon their number of earned credit hours and major. If students have questions concerning advisement, they should contact the Registrar's Office at 843-208-8050.

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

Counseling Services
USCB offers counseling services to any student experiencing transition to college issues, depression, anxiety, grief, sexual identity questions, suicidal thoughts, and other concerns that interfere with general well-being. Counseling Services are free to all USCB students, are provided with full confidentiality, and are located in the Academic Success Center in the Library. A counselor will also provide off-campus referrals as necessary.

Disability Services
The Office of Disability Services coordinates accommodations and services for students with documented physical, learning or psychiatric disabilities. The office also maintains documentation and records for students and provides communication with faculty members.

Classroom Accessibility
When the room itself is not accessible to a student, the course may be moved to an accessible location. Students needing these accommodations should register during the official registration period and notify the Disability Services office of any necessary accommodations at least 30 working days prior to the first day of class. This will ensure that Disability Services has ample time to honor the request and notify other students and faculty affected by the change.

Documentation
Any student requesting accommodations on the basis of a disability must provide current written documentation of the disability and its impact on the student's life to the Director of Disability Services. The Director and the student will meet to determine appropriate accommodations based on the documentation and on the requirements of the program or class in which the student is participating. Documentation may be provided by a physician or another licensed professional in a field appropriate to the disability.

Examples of other licensed professionals are a psychologist, vocational rehabilitation counselor, audiologist or speech pathologist. Although an Individual Education Plan (IEP) from high school may provide helpful information, it may not be an accepted source of documentation unless it includes results of recent specified tests.

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

The following criteria serve as a guideline for documentation:

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

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

Placement Testing

All new students are required to take Placement exams no less than one week before attending new student orientation. Placement exams in English, Foreign Language and Mathematics are required of all incoming freshmen, unless you qualify for an exemption as outlined at http://cit.uscb.edu/testingcenter.htm . These exams are used to determine proficiency in the tested subject areas and, in the case of math and foreign language exams, permit exemption from lower level courses with movement to appropriate upper level course. **Course exemption does not automatically result in course credit.**

USCB placement exams can be taken online through Blackboard at http://blackboard.uscb.edu . In order to access USCB placement exams, all students must have their USCB Network Username and Password. To retrieve your USCB Network Username and set up your Network Password, you will need to complete the process of setting up your VIP account. Instructions for setting up your VIP account may be found at: http://cit.uscb.edu/testingcenter.htm .

These tests may be taken from home or any location with a computer and Internet access. Computers are available on either USCB campus library for anyone who does not have a computer at home. Allow 50 minutes for each exam. Students may view their results on VIP (Academic Menu. Show Me Placement Test Scores).

Testing Services

Testing services are provided from the beginning of the prospective students' admission requirements, and continues as an integral part of each student's academic progress through graduation; including graduate admissions and professional certification/licensure requirements. Placement tests in English, Foreign Language and Mathematics are required of all incoming USCB students. New students are tested in conjunction with New Student Orientation programs.

Test Proctoring Services

USC Distance Education Students ONLY:

Historic Beaufort Campus
Contact Geni Flowers at (843) 521-4122
USCB Library, Sandstone Bldg.
801 Carteret Street, Beaufort, SC 29902

Hilton Head Gateway Campus
Contact Melanie Hanes-Ramos at (843) 208-8022,
USCB Library
One University Blvd., Bluffton, SC 29909

Other Institutions

Test Day, Time and Location
Students or institutions seeking this service should contact the designated site to schedule the test. Tests will be administered in compliance with USCB staff schedules and facilities' availability.

Fees
There is no charge for USC students. The charge for students from other institutions is $25.00 per exam. Fees are payable to USCB in the Business Office, during office hours. Students must present their receipts to the test proctor before tests will be given.

Guidelines for Providing Examinations
Businesses or educational institutions requesting USCB to proctor examinations should provide the following information with the examinations (printed or faxed version only):
1. Name of student who will take the test
2. Time allowed
3. Support media allowed (notes, books, calculator, tapes)
4. Information concerning any necessary special accommodations
5. Stamped, addressed mailing envelope for test materials with any special instructions

Guidelines for Administering Examinations:
Unless the home institution provides its own guidelines, the following guidelines will be followed.
1. Receipt from business office must be provided.
2. Picture identification must be presented at the time of the examination.
3. The examination must be taken in one sitting in the proctor's presence without assistance or support materials of any kind.
4. The student will have three hours to complete the examination.
5. The examination questions will be returned with the written examination.
6. Students will sign certificate of understanding.
7. Proctor will sign certificate of supervision.

Note for Students with Disabilities: In compliance with Section 504 of the Rehabilitation Act of 1973, please note that students with disabilities must notify Karen Blackburn, Student Services, at (843) 208-8120 or karenb@uscb.edu before scheduling the exam.

Tutoring Services

Tutoring services are available FREE OF CHARGE to all current USCB students. The purpose of the tutoring program is to help students become independent and successful learners by assisting with

developing good study skills, increasing their understanding of course content, and helping them develop a positive attitude toward learning. Tutoring is available both by scheduled drop-in hours and by appointment.

Writing Center

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

Bookstore (Shark's Cove)

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

<div align="center">

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

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Students can purchase textbooks by telephone at 843-208-8020 or via the bookstore web site at www.sharkscovebookstore.com. Books can be shipped directly to the student's home (shipping fee added) or picked up at the Business Office on the Historic Beaufort Campus.

Refund Policy

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

Textbooks

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

All Other Merchandise

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

Book Buyback

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

Online Information

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

Additional Contact Information

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

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

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

Information Technology Services and Support

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

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

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

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

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

Libraries

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

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

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

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

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

Traditional and Non-traditional Library Services
Reference and research assistance
Classes in bibliographic instruction
Internet access terminals
Information and technology literacy support
Paper-based reserves
Library Web page with links to full-text and citation databases and Internet research resources
Remote access from home to library databases
Interlibrary loan borrowing and high speed document delivery
Self-service photocopying equipment
Scanners available for student use
Video and still camera available for checkout
Computerized circulation system
Online access to 3.1 million books, periodicals and other materials in USC system libraries
Online access to the catalogs of state and regional college and university libraries
Staff of professionally trained librarians at both library locations
Curriculum laboratories at both library locations and juvenile book collection for undergraduate education
	majors
State Government Documents, Historic Beaufort Campus
Collaborative computer center, Hilton Head Gateway Campus
Hawk's Nest Café, Hilton Head Gateway Campus

Collections
Book and bound periodical collections of 85,000+ volumes in print
E-book collection of 130,000+ titles

Journal and newspaper print collections of 150+
Electronic full-text periodical title collections of 200,000+
South Carolina state documents collection of 6,000+ items

Loan Periods

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

Computer Resources

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

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

TUITION, FEES and REFUNDS

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

Any student who has failed to pay all required fees on or before the fee payment deadline (as indicated in the fee payment schedule) may be dropped from class rolls. Any student who fails to relieve any other indebtedness to the university or to any of its auxiliary agencies on the date such obligations become due may not be issued a transcript, diploma, or degree.

Fee Payment

Payment for fees may be made by cash, check, e-check or credit card. Credit card payments for fees must be processed through VIP (Visual Information Processing on the web at http:// vip.sc.edu). A non-refundable convenience fee will be added to the bill. VIP will present you with an option to accept this fee or decline the transaction. If you decline, another method of payment must be selected. Payment may also be made through VIP from a student's bank account. Payment by cash or check may be made in person at the Business Office. To pay by mail, return a copy of the bill, invoice or statement with a check or money order made payable to "USC Beaufort" to the USCB Business Office.

Resident Status

USCB is required by state law to determine the legal residency status of applicants and students. The initial determination of one's resident classification is made at the time of admission. The determination made at that time and any determination made thereafter prevails for each semester until the determination is challenged successfully. Information about residency can be found at www.sc.edu/bursar/residency.html.

Definitions of Terms

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

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

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

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

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

"Independent person" is defined as one in his or her majority (18 years of age or older), whose predominant source of income is his or her own earnings or income from employment, investments, or payments from trusts, grants, scholarships, loans, or payments made in accordance with court order. An independent person must provide more than half of his or her support during the 12 months immediately

prior to the date that classes begin for the semester for which resident status is requested and the person is not claimed as a dependent or exemption on the federal tax return of his or her parent, spouse, or guardian for the year in which resident status is requested.

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

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

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

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

Citizens and Permanent Residents

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

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

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

Non-resident Aliens, Non-citizens and Non-permanent Residents

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

immediately prior to the awarding of permanent resident status may not be counted toward the 12-month residency period. Certain non-resident aliens present in the United States in specified visa classifications may be granted in-state residency for tuition and fee purposes.

Establishing the Requisite Intent to Become a South Carolina Domiciliary

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

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

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

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

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

Maintaining Residence

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

South Carolina residents (and their dependents) who serve in the military may continue to be eligible to pay in-state fees as long as they continuously claim South Carolina as their state of legal residence during their military service. South Carolina residents who change their state of legal residence while in the military lose their South Carolina resident status for fee and tuition purposes. To re-establish their South Carolina resident status, such persons must take steps which indicate that they plan to re-establish permanent residence in the State. These persons must then physically reside in the State for 12 continuous months.

Effect of Change of Residency

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

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

Effect of Marriage

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

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

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

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

Exclusions

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

Military Personnel and Their Dependents

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

Faculty and Administrative Employees and Their Dependents

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

Residents with Full-Time Employment and Their Dependents

Persons who reside, are domiciled and are full-time employed in the State and will continue to work full time until they meet the 12-month requirement are eligible to pay in-state fees, provided that they have

taken the steps to establish a permanent home in the State (see "Establishing the Requisite Intent to Become a South Carolina Domiciliary"). The dependents of such persons are also eligible.

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

Senior Citizens

Senior citizens (age 60 and older) must adhere to the same fee payment schedule as other students. Non-payment of fees may result in being dropped from the class. Non-payment of fees may result in a cancellation of enrollment, with the student's name being dropped from the class roster. Instructors are required to allow attendance only for students on the class roster/ roll. Students not on the roster should be referred to the Registrar.

Senior Citizen fees:
Application for admission
Matriculation (for degree seeking students, a one time fee)
Registration
Security and Parking
Technology
Laboratory
Readmit
Late Fee
Meal Plan
    *All academic fees are subject to change

Proof of Residency

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

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

Additional items may include:
- Statement of fulltime employment;
- Designating South Carolina as state of legal residence on military record;
- Maintenance of domicile in South Carolina;
- Proof of paying South Carolina income taxes as a resident during the past tax year, including income earned outside of South Carolina from the date South Carolina domicile was claimed include:
    1. Ownership of principal residence in South Carolina
    2. Licensing for professional practice (if applicable) in South Carolina.

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

Persons on Terminal Leave

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

Application for Change of Resident Status

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

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

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

Incorrect Classification

Persons incorrectly classified as residents are subject to reclassification and to payment of all non-resident fees not paid. If incorrect classification results from false or concealed facts, such persons may be charged tuition and fees past due and unpaid at the out-of-state rate. The violator may also be subject to administrative, civil and financial penalties. Until these charges are paid, such persons will not be allowed to receive transcripts or graduate from the university.

Residents whose resident status changes are responsible for notifying residency officials of such changes.

Inquiries and Appeals

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

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

Persons who appeal residency decisions must provide a letter to the Vice Chancellor for Student Development informing the office that they wish to appeal the decision made by the residency official. The letter must also include a summary of the person's situation and a statement which specifies the residency provision under which the person feels qualified to pay in-state fees. The residency requirements are subject to change without notification.

Academic Fees, Fines and Definitions

Tuition **Please refer to the USCB website for a lising of current tuition and fees.**
http://www.uscb.edu/campus_life/student_services/bursar/index.php

Fines

Returned Checks	Checks returned by bank for any reason—$30 each occurrence.
Library Fines	Failure to return library materials when due – 25 cents per day, with a per book maximum of $25. If materials are lost, the cost of the book plus an overdue charge of $10 and a processing fee of $10 are assessed. Failure to pay fines when due will result in a hold placed on the student's registration.
Parking Fines	Parking Handicap Violation $100 Parking Improper $25+ Parking Violation $25+

*Academic Fees and Fines are subject to change.

Free Tuition

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

1. S.C. Code Ann. § 59-111-20 (Law Co-op. Supp. 1993) A child of a wartime veteran, upon application to and approval by the South Carolina Department of Veterans Affairs, may be admitted to any state-supported college, university, or post high school technical education institution free of tuition so long as his work and conduct are satisfactory to the governing body of the institution, if the veteran was a resident of this State at the time of entry into service and during service or has been a resident of this State for at least one year and still resides in this State or, if the veteran is deceased, resided in this State for one year before his death and provided the veteran served honorably in a branch of the military service of the United States during a war period, as those periods are defined by Section 101 of Title 38 of the United States Code and:

2.

I.	Killed in Action
II.	Died from other causes while in the service
III.	Died of disease or disability resulting from service
IV.	Prisoner of war as defined by Congress or Presidential proclamation during such war period
V.	Permanently and totally disabled, as determined by the Veterans Administration, from any cause
VI.	Awarded the Congressional Medal of Honor
VII.	Missing in action
VIII.	Child of a deceased veteran who qualified under items (IV) and (V)

   The provisions of this section apply to a child of a veteran who meets the residency requirements of Chapter 112 of this title, is 26 years of age or younger and is pursuing any type of undergraduate degree.

3. S.C. Code Ann. §59-111-110 (Law Co-op. 1976) No tuition shall be charged for a period of four school years by any State-supported college or university or any State-supported vocational or technical school for children of firemen, both regularly employed and members of volunteer organized units, organized rescue squad members, members of the Civil Air Patrol, law enforcement officers or correction

officers, including reserve and auxiliary units of counties or municipalities, who become totally disabled or are killed in line of duty on or after July 1, 1964.

4. S.C. Code Ann. §59-111-10 (Law Co-op. 1976) The first-place winner of the essay contest sponsored by the Governor's Committee on the Employment of the Physically Handicapped, provided that he is qualified and in financial need, may receive a four-year scholarship. This scholarship may be cancelled if the recipient fails to maintain general scholastic and conduct standards established by the university.

5. S.C. Code Ann. §59-111-320 (Law Co-op Supp. 1984) Legal residents of South Carolina who have attained the age of sixty (60) and meet admission and other standards deemed appropriate by the university may attend classes for credit or non-credit purposes on a space available basis; provided, however, that neither such persons nor their spouses receive compensation as full-time employees.

Withdrawal Refund Policies

Refund Policies for Complete Withdrawal
The University will refund a part of academic fees in certain cases.

 A. Changes in a student's status which require a refund:
- change in a full-time student's schedule, resulting in reclassification to part-time
- change in a part-time student's schedule, resulting in fewer credit hours

 B. Situations which require a refund:
- course or courses dropped
- withdrawal from the University
- cancellation of a class by the University

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

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

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

Standard Refund Policy
REFER TO THE PUBLISHED WITHDRAWAL CALENDAR

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

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

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

Title IV Funds (Federal Student Aid) Refund Policy

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

Title IV Refunds Distribution

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

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

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

Exit interviews are required before leaving USCB for all students who withdraw and have received Stafford or Perkins Loans. Exit interviews can be completed on the Internet at http://www.nslds.ed.gov/nslds_SA/. click on "Exit Counseling" and follow the instructions.

Procedure for Withdrawal

Adjusted refund schedules are published at http://www.uscb.edu/a/Working_at_USCB/Offices/Finance_and_Operations/Bursar/Fees_and_Refunds

A. 100 percent refund of the charges if the student's official withdrawal calculation is by the end of late registration period

B. 90 percent refund of the charges if the student's official withdrawal calculation is between the period specified in (A) and on or before the end of the 10 percent period of enrollment for which the student was charged

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

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

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

Refund Schedules

Refund schedules are available online at http://www.uscb.edu/a/Working_at_USCB/Offices/Finance_and_Operations/Bursar/Fees_and_Refunds .

Dropped Courses Refund Procedure

Refer to Drop deadlines published at http://www.uscb.edu/a/Working_at_USCB/Offices/Finance_and_Operations/Bursar/Fees_and_Refunds.

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

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

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

3. **Other Shortened Sessions**
    Adjusted refund schedules are printed in the Master Schedule of Classes.

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

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

Appeals Process

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

Withdrawal Refunds

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

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

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

USCB Withdrawal Refund Appeal Procedures

The Refund Exception Committee is authorized to consider appeals and approve extraordinary exceptions to USCB published withdrawal refund schedule due to humanitarian and due process considerations. A committee is comprised of three university officials (the Registrar, the Bursar and the Director of Admissions.) who meet once a month to hear and approve/disapprove limited exceptions to the published refund policy.

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

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

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

Specific appeals will include:

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

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

FINANCIAL AID AND SCHOLARSHIPS

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

General Information

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

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

Grants are need-based aid which 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, a need-based program.

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

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

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

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

Financial Aid Policies

The following statement of policies is to help high school principals, counselors, parents and students understand the goals of the financial aid program at USCB.

1. The primary purpose of the financial aid program is to help students meet educational costs beyond what the student and/or his/her family can contribute based on a standard analysis of a family's financial situation. USCB uses the Free Application for Federal Student Aid (FAFSA) for the need analysis.

2. In estimating the amount that a student's family can provide for college expenses, USCB will consider the following factors affecting the family's financial strength: income, assets, number of dependents, certain debts, retirement needs, etc. Under unusual circumstances, special financial problems confronting parents and students can also be considered.
3. The student is expected to secure resources to assist in meeting educational expenses.
4. Financial aid awards are payable only while the student is enrolled at least half-time at USCB, excluding the Federal Pell Grant Program.
5. Students who transfer to another college or university (including those within the USC system) cannot receive any financial aid which has been awarded by USCB.
6. Financial assistance received from any source that is not included in the award letter must be reported to the Financial Aid Office at USCB. This must be done even if the extra financial assistance has been reported to some other office at USCB. Failure to report extra financial assistance could harm a student's chances of receiving financial assistance in the future.
7. The Financial Aid Office has established April 16th as the priority date for receipt of the FAFSA information. Applications received after that date will be considered, but only if funds are available. USCB's school code is 003450.
8. USCB makes every effort to meet a student's need. Recipients are selected on the basis of general eligibility as well as specific program qualifications. Once a student has been determined to have financial need, awards are based on the enrollment status of the student and the availability of funds in each program. The determined award(s) comprise the student's financial aid "package." This package may consist of a combination of: a) grants, scholarships, entitlements, b) loans and/or c) employment.
9. Notification of awards will be made as soon as possible after the successful completion of the application process. Awards may be declined or adjusted within two weeks of award notification. Conditions of awards will be included with the award letter.
10. If the application has been submitted by the student in a timely fashion and financial aid has subsequently been awarded, the award will usually be paid in two disbursements (once during each registration period). The USCB Business Office will apply the award(s) to the student's account when appropriate.
11. **DO NOT ASSUME THAT YOUR FEES ARE AUTOMATICALLY PAID AS A FINANCIAL AID/SCHOLARSHIP RECIPIENT. YOU MUST PROCESS YOUR BILL ON VIP, PRINT AND PROCESS YOUR BILL BY MAIL, OR GO INTO THE FINANCE OFFICE BEFORE THE ESTABLISHED FEE PAYMENT DEADLINE.**
12. Under certain circumstances, a student may be deemed ineligible to receive financial aid. These circumstances include: a) not making satisfactory academic progress (standards are listed below); b) being in default on a federal student loan; c) owing a refund on a Federal Pell Grant or Federal Supplemental Educational Opportunity Grant; d) not demonstrating financial need; e) not enrolling in a degree-seeking program. If any of these conditions apply, feel free to contact the Financial Aid Office at USCB for additional clarification.
13. USCB students taking classes at the Aiken, Sumter and Salkehatchie campuses should contact the USCB Financial Aid Office concerning the method of disbursement 60 days prior to the beginning date of the academic term(s).

Satisfactory Academic Progress

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

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

A. Are admitted and enrolled as degree-seeking students.

B. Meet the university standards for continued enrollment as specified in the Academic Regulations section of the USCB *Bulletin*.

Meet the maximum total enrollment and minimum earned hours stipulations specified below:

Maximum total enrollment

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

Students enrolled in a four year degree-granting program of study:
- The total number of semesters of full-time enrollment (12 or more semester hours attempted) at any post-secondary institution does not exceed twelve semesters.
- The total number of semesters of part-time enrollment (fewer than 12 semester hours attempted) at any post-secondary institution does not exceed the equivalent of twelve full-time semesters.
- The total number of full-time and part-time semesters combined does not exceed the equivalent of twelve full-time semesters.

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

Minimum earned hours

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

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

Summer session enrollment is not assessed in the determination of a student's total semesters of enrollment. However, semester hours earned during summer sessions are assessed with regard to the student meeting the minimum earned hours requirement. Therefore, a student who is not meeting the minimum earned hours requirement may restore his/her record to compliance with this standard through summer session enrollment at USCB or approved transient work at another USC system school. If a student who has been deemed ineligible successfully changes his/her standing relative to this policy, it is the responsibility of the student to notify the Financial Aid Office of this change. Otherwise, the student's financial aid file will remain in an inactive status.

A student whose total number of credit hours earned is not greater than five hours below the minimum number of credit hours required for that student shall be allowed to receive student financial aid for two consecutive major semesters following this determination. At the conclusion of this probationary period, the student must meet the university's non-probationary Satisfactory Academic Progress Standards in order

to receive further student financial aid. This probationary standard will never be applied more than once for any student.

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

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

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

Academic Scholarships

USCB Scholarships
USCB has a number of established scholarships. The number of scholarships is increasing in proportion to the enrollment growth of the campus. Scholarship awards are primarily based on academic merit and require a separate application due by February 28th of each year.

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

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

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

Continuing Students:
- Must earn an average of 30 credit hours for each academic year (Fall, Spring, Summer) equaling a minimum of 30 credit hours if a rising 2nd year student, 60 credit hours if a rising 3rd year student, or 90 credit hours if a rising 4th year student.
- Must earn a 3.0 LIFE cumulative grade point average by the end of the academic year (Fall, Spring, Summer). The LIFE GPA is the cumulative grade point average earned at all eligible public and independent institutions attended by the student (excluding remedial/developmental courses, non-degree credit courses for an associate degree or higher and continuing education courses).
- It is the student's responsibility to ensure that transcripts from all institutions attended are sent to the USCB Admission's Office by the beginning of each academic year (Fall semester). The LIFE GPA will be used to determine LIFE Scholarship eligibility only and will not be used to determine graduation eligibility or standing.
- Students who have earned a 3.0 LIFE GPA by the end of the Spring semester and choose to enroll in a Summer session(s) will **NOT** be eligible to receive the LIFE Scholarship if their LIFE GPA falls below a 3.0 at the end of the Summer session(s).

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

- Graduate from a high school or complete a home school program as prescribed by law. Parents of home schooled students are encouraged to carefully investigate the requirements of the law before graduation. Contact the SC Commission on Higher Education at (803) 737-2260 if you have questions or concerns about the home school association with which you are affiliated.
- Be a South Carolina resident at the time of high school graduation and at the time of college enrollment;
- You must have graduated from a South Carolina high school or graduated from a high school outside of South Carolina while a dependent of a parent or legal guardian who is a legal resident. If you graduated from a high school outside of South Carolina, you are expected to self-identify to the Office of Student Financial Aid/VA in order to be assured that you are not overlooked during the University's review of LIFE eligible students.
- Be a U.S. citizen or a permanent resident;
- Be enrolled as a full-time degree-seeking student;
- You must not have been judged delinquent, nor have been convicted or pled guilty or nolo contendere to any felony in any state.
- You must not have been convicted of any second or subsequent alcohol or drug-related misdemeanor in any state within the past academic year.
- Verify that s/he does not owe a refund or repayment on any federal or state financial aid; and
- Is not eligible for or is a S.C. HOPE Scholarship, Palmetto Fellows Scholarship or Lottery Tuition Assistance recipient.

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

Life Scholarship Enhancement

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

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

Students must meet all of the following requirements:

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

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

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

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

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

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

information and other provisions on the South Carolina Commission on Higher Education's website at: http://www.che.sc.gov/New_Web/GoingtoCollege/LIFE_hm.htm.

Appeals

If an extenuating circumstance has prevented a student from meeting the continuing eligibility requirements for the LIFE Scholarship, s/he has the option of requesting an appeal with the South Carolina Commission on Higher Education. Information and an appeal form are available on the Commission's website at: www.che.sc.gov/StudentServices/Appeals/AppealsHm.htm. The appeal deadline for the 2010-2011 academic year will be September 30, 2011.

South Carolina HOPE Scholarship

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

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

Students who meet all eligibility requirements for the SC HOPE Scholarship are eligible to receive scholarship funds for the freshman year of attendance only. At the end of the academic year, if the student has earned a minimum of thirty credit hours and a 3.0 cumulative grade point average on a 4.0 scale consistent with the policies and procedures of the institution, the student may be eligible to receive the LIFE Scholarship the next academic year.

To access further, more detailed information and other provisions on the South Carolina Commission on Higher Education website: www.che.sc.gov/New_Web/GoingToCollege/HOPE_Hm.htm.

Palmetto Fellows Scholarship

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

- Must earn an average of 30 credit hours for each academic year (Fall, Spring, Summer) equaling a minimum of 30 credit hours if a rising 2nd year student, 60 credit hours if a rising 3rd year student, or 90 credit hours if a rising 4th year student. Any credit hours earned before high school graduation, hours exempted by examination and advanced placement credit do not count towards the 30 hour requirement.
- Must earn a minimum 3.0 cumulative grade point average on a 4.0 scale by the end of the academic year (Fall, Spring, Summer).

To access further, more detailed information and other provisions on the South Carolina Commission on Higher Education website visit http://www.che.sc.gov/New_Web/GoingToCollege/PF_Hm.htm

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

Palmetto Fellows Scholarship Enhancement

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

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

Students must meet all of the following requirements:

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

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

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

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

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

Appeals

If an extenuating circumstance has prevented a student from meeting the continuing eligibility requirements for the Palmetto Fellows Scholarship, s/he has the option of requesting an appeal with the South Carolina Commission on Higher Education. Information and an appeal form are available on the Commission's website at: www.che.sc.gov/StudentServices/Appeals/AppealsHm.htm. The appeal deadline for the 2011-2012 academic year will be in September 30, 2011.

Grants

Federal Pell Grant

Students may apply for a Federal Pell Grant if they are enrolled in a program of study which is six months in length or longer and have not already earned a bachelor's degree. Eligibility is determined by the U.S. Department of Education. To apply for a Federal Pell Grant, students should complete a Free Application for Federal Student Aid (FAFSA). Students will receive notification of eligibility within six weeks. The amount of the award will be based on the determination of eligibility and the cost of attendance at USCB.

Federal Supplemental Educational Opportunity Grant

Using funds provided by the federal government, the university makes Federal Supplemental Educational Opportunity Grants available to a limited number of undergraduate students with greatest financial need. These grants are awarded to eligible full-time undergraduate students who have not already earned a

bachelor's degree. In order to determine eligibility, students must complete the FAFSA. Funds in this program are very limited and are awarded to students with the greatest financial need.

Iraq and Afghanistan Service Grant

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

Additional Student Eligibility Requirements:
- Be under 24 years old or
- Enrolled in college at least part-time at the time of the parent's or guardian's death.
The grant award is equal to the amount of a maximum Pell Grant for the award year – not to exceed the cost of attendance for that award year.

NEW FOR THE 2011-2012, THE ACADEMIC COMPETIVENESS GRANT AND SMART GRANT ARE NO LONGER AVAILABLE.

South Carolina Need-Based Grant

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

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

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

You may access further, more detailed information and other provisions on the South Carolina Commission on Higher Education website at: http://www.che.sc.gov/StudentServices/NeedBased/Q_and_A_for_NBG.pdf

Employment

Federal Work-Study (FWS) Program

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

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

Loans

Entrance Counseling for Loan Recipients
All first-time Federal Stafford Loan borrowers will be required to complete Stafford Loan Entrance Counseling before loan funds can be disbursed. Students may complete this requirement on-line at: www.studentloan.gov

The Federal Stafford Loan Program
The Federal Stafford Loan program provides low interest (fixed at 6.80%), long term loans to eligible students through lenders outside the university. There are two types of Federal Stafford Loans:

Subsidized Federal Stafford Loan
A Subsidized Stafford Loan is awarded based on financial need and accrues no interest while the student is enrolled in school at least half-time (6.0 – 8.0 semester hours), during the grace period, or during periods of deferment. Repayment does not begin nor does interest accrue until six months after graduation or after enrollment drops below half-time (6.0 – 8.0 semester hours). The repayment period may be as long as 10 years, depending on the amount borrowed.

Unsubsidized Federal Stafford Loan
An Unsubsidized Stafford Loan is not dependent upon need. Interest accrues from the time the loan is disbursed until final payment. The student has the option to make interest payments while in school and during the grace period. Interest begins to accrue and may be payable upon disbursement of funds; however, principal payments begin six months after graduation or after enrollment drops below half-time (6.0- 8.0 semester hours). The repayment period may be as long as 10 years, depending on the amount borrowed.

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

Disbursement
If a Stafford Loan is processed for the full academic year (Fall and Spring), half of the loan will be disbursed at the beginning of the Fall semester and the second half will be disbursed at the beginning of the Spring semester. The student must also sign a promissory note before loan processing will be completed.

Federal Parent Loan for Undergraduate Students (PLUS)
Federal Parent Loan for Undergraduate Students (PLUS) provides long-term loans to parents for their dependents through lenders outside the university. Loan amounts under this program are limited to the student's cost of education minus other financial aid awards. Parents may be denied a PLUS loan due to adverse credit history. If the PLUS Loan is denied, the student is eligible for an additional Unsubsidized Stafford Loan. Sixty days after disbursement, parents begin repayment at a fixed interest rate of 7.9%. PLUS Loan funds will be disbursed in two equal payments, one at the beginning of each semester (Fall — August, Spring — January). The lender will make the checks co-payable to the parent and the university and will mail the check to the school for endorsement.

South Carolina Teachers Loan Program
South Carolina Teachers Loan Program provides loans in amounts up to $2,500 for the first and second years of undergraduate study and $5,000 per academic year for upperclassmen and graduate students. Loan indebtedness will be cancelled at the rate of 20% or $3,000, whichever is greater, for each year of full-time teaching in a critical subject or critical geographic area in South Carolina. If you teach in both a critical subject and geographic area simultaneously, your loan shall be cancelled at the rate of 33 1/3% or $5000,

whichever is greater, for each full year of full-time teaching. The subject areas deemed critical at the time of application will be honored for cancellation when the student begins teaching; critical geographic areas must be deemed critical at the time of employment. If the student decides not to teach, the interest rate shall be the rate on the Federal Stafford Loan plus 2%. This is a variable rate not to exceed 10.25% annually.

Career Changers Program

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

Exit Interviews for Loan Recipients

Before leaving USCB, loan recipients are required to complete an exit interview that covers their rights and responsibilities as loan recipients. Students may complete this requirement on-line at: http://www.nslds.ed.gov/nslds_SA/

How to Apply for Financial Aid

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

Submit the Free Application for Federal Student Aid (FAFSA). A new or renewal FAFSA is available each academic year (fall through summer) after January 1st. Forms may be obtained from the high school guidance office or from the USCB Financial Aid Office or completed online at www.fafsa.ed.gov. If you have any questions, please contact our office at 843-521-3104 or 843-208-8116.

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

All students who wish to apply for financial aid for the summer terms are required to complete a summer student aid application and submit the application to the USCB Financial Aid Office by the established deadline of April 16th.

Return of Title IV Funds Policy

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

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

A repayment may be required when aid has been credited to a student's account from financial aid funds in excess of the amount of the aid the student earned during the term. The amount of Title IV aid earned is determined by multiplying the total Title IV aid (other than federal work-study) for which the student is qualified by the percentage of time during the term that the student was enrolled. If a student needs to repay Title IV funds, s/he will receive an invoice from the Bursar's Office along with an Agreement to

Repay and the student will be given approximately 10 days to respond. Should the student fail to respond, repay or enter into an agreement to repay, the amount owed will be referred to the Department of Education for collection.

Entitlements

Veterans Educational Benefits

The following policies and procedures are of primary concern to veterans, servicepersons, members of guard and selected reserves and other eligible persons who receive Veterans Affairs educational assistance while enrolled at USCB.

Academic standards of progress and attendance are covered under school standards of progress, as specified by the South Carolina Commission on Higher Education, License Division and required by the U.S. Department of Veterans Affairs.

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

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

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

Yellow Ribbon Program For Veterans

The Yellow Ribbon GI Education Enhancement Program (Yellow Ribbon Program) is a provision of the Post-9/11 Veterans Educational Assistance Act of 2008. This program allows institutions of higher learning (degree granting institutions) in the United States to voluntarily enter into an agreement with VA to fund

tuition expenses that exceed the highest public in-state undergraduate tuition rate. The institution can contribute up to 50% of those expenses and VA will match the same amount as the institution. The University of South Carolina Beaufort has agreed to accept an unlimited number of applicants who are eligible for the Post 9/11 (Ch. 33) benefit at the 100% rate. Applicants should contact the Office of Financial Aid/VA at 843-521-3104 for details on how to apply for Yellow Ribbon benefits at USCB.

For more information about the Yellow Ribbon Program:
http://www.gibill.va.gov/GI_Bill_Info/CH33/Yellow_ribbon.htm

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

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

Enrollment Certification

Certification by the USCB Veterans Affairs Certifying Official, located in the Office of Financial Aid and Veterans Affairs, Sandstone Building, Room 117, (843-521-3104) is required for eligible students who wish to receive Veterans Affairs educational assistance checks. Students must initiate their own requests for enrollment certification, as the Certifying Official processes certifications and other forms to Veterans Affairs only for those students who have made such a request and completed the necessary paperwork.

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

All Veterans Affairs students who have earned college credit at another school or in another USC degree program are required to provide the USCB Veterans Affairs Certifying Official with a transfer credit evaluation from its academic department. Veterans Affairs generally pays such students for two semesters, pending receipt of the amount of "prior credit" applied to their current degree program. It is also recommended that undergraduate veterans contact the Director of Military Programs (843-521-4107) for consideration of college credit for military schools.

Students can best ensure receipt of benefits by informing the school Veterans Affairs Coordinator and certifying official in the Sandstone Building, Room 117, (843-521-3104), of their intent to register for classes and by supplying the number of credit hours for which they will enroll each semester. Eligible Veterans Affairs students should recertify for each new academic year at least 45 days in advance. All eligible dependents and VA students must recertify with the VA coordinator or certifying official every semester, prior to that semester starting, to receive assistance on time.

Veterans Affairs payments may be made only for those courses that are required by the academic department for the student's current degree program. All students receiving educational assistance checks from Veterans Affairs are responsible for notifying the school Veterans Affairs Coordinator of changes in their degree program and /or course load during a semester, including drop/add, withdrawal, audit status or involving pass/fail option in a course, or Distance Education enrollment, independent study, internship or practicum courses. Failure to do this could mean that the student might owe the Department of Veteran Affairs if s/he is certified incorrectly.

Benefits related information and forms are available from the University Veterans Affairs Coordinator, located on the Historic Beaufort Campus in the Office of Financial Aid and Veterans Affairs, Sandstone Building, Room 117. Each student request will be handled individually according to the Veterans Affairs benefit program and enrollment status at the university.

Vocational Rehabilitation

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

Family Education Right and Privacy Act of 1974:

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

STUDENT DEVELOPMENT

The Office of Student Development has offices located on the Historic Beaufort Campus and the Hilton Head Gateway Campus. Any questions concerning student life, rights and responsibilities should be directed to the Vice Chancellor for Student Development. These areas include admissions, career planning, financial aid and scholarship services, disabilities, military programs, student activities, student employment, student life, student orientation, and residential life.

Purpose Statement

As an administrative office of USCB, the Student Development Office supports the overall mission of the university by providing services and programs for students, faculty and staff. The Student Development Office provides both administrative and co-curricular services and programs for students at USCB. Its mission is two-fold: to guide students through the university's administrative process and to serve students by providing co-curricular activities designed to capitalize on the wealth of traditions and opportunities of the Lowcountry. As partners in the educational process, Student Development offers services and programs designed to complement and enrich the classroom experience, to meet the developmental needs of a diverse student population and to prepare students to take an active role in achieving their intellectual and interpersonal potential.

Campus Housing

USCB is proud to offer student housing on the Hilton Head Gateway Campus. The apartments offer students an opportunity to live with their classmates, to create life lessons, friendships and memories. University housing works to foster a sense of community by sponsoring various events and providing educational, social and wellness assistance to residents. Palmetto Village provides true luxury student apartments that include fully furnished units, private bedrooms, full kitchen and amenities such as Internet, and cable. Visit the housing web site to learn more about this on campus community.

Student Activities

An important part of attending college is the opportunity to participate in student activities. The university encourages and fosters many co-curricular activities and organizations that are designed to complement and enhance the academic and social life of its students. The richness of the college experience depends on how much the student is involved in the activities of the institution.

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

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

In fall 2009 USCB opened the Campus Center which houses the Sand Bar dining hall, fitness center, Sharks' Cove Bookstore, student life offices and student lounge.

University of South Carolina Beaufort student activities are funded from a portion of student fees. These activities offer students a chance to apply and expand upon their classroom experiences. Student organizations routinely sponsor events for the entire USCB campus community as well as for their own memberships. Programs related to distinctive community service, social, leadership, media and academic interests are coordinated by clubs and organizations on both the Historic Beaufort and Hilton Head

Gateway Campuses. The opportunity to gain knowledge and experience in various fields is provided by participation in organizations with academic connections while service organizations provide participation in community affairs and allow students to volunteer support for various worthwhile causes. In most cases, membership is open to anyone. Students interested in joining student organizations should contact the Office of Student Life by calling (843) 208-8115 or by e-mailing uscblife@uscb.edu.

Student Government Association

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

1. To act as a channel through which student concerns and questions may be brought to the university administration;
2. To distribute fees paid into the SGA treasury to the affiliated student organizations and other special projects;
3. To encourage a spirit of cooperation and understanding within the university and the community;
4. To have representation on the appropriate faculty and institutional committees and to play a role in institutional decision-making.

All full or part-time students registered at USCB are members of SGA and are subject to the SGA Constitution by virtue of their registration. Every member is encouraged to vote in SGA elections; and all students are encouraged to attend SGA meetings, voice concerns and questions and seek elected positions. SGA is committed to promoting cultural diversity through the acceptance and understanding of the needs of the student body and administration. If you are interested in learning more about SGA, stop by the SGA office in the Campus Center on the Hilton Head Gateway Campus or call (843) 208-8121.   Visit www.uscb.edu/sga for more information.

Student Clubs and Organizations

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

Student Government Association
Represents the student body and plays a role in institutional decision making and addresses student concerns. Some of the current student organizations include:

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

Alpha Mu Gamma (Xi Alpha Chapter)
Alpha Mu Gamma has as its primary purpose the honoring of students for outstanding achievement during their first year of foreign-language study in college. However, students may be admitted at any stage in their college careers.

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

Business Club

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

Environmental Club

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

Gamma Beta Phi

This scholastic, honor and educational service organization seeks to recognize and encourage educational excellence; to promote the development of leadership, ability and character in members; and to foster, disseminate and improve education through appropriate service activities. Membership, by invitation, is open to students who have completed 12 credit hours and have a 3.2 cumulative GPA.

Psychology Club

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

Roges & Vacaboundes (USCB Drama Club)

The USCB drama club, Roges & Vacaboundes, is an organization designed for students who are interested in any aspect of theater--including acting, directing, and design. Students also participate with the Rafael Sabatini Players, a community-based theater group that performs in the USCB C Auditorium. Other activities include workshops in acting, directing, and make-up. Membership is open to any USCB student or interested individuals. The club is facilitated by a coordinator and managed by committees.

The Tidal Tribune (USCB Student Newspaper)

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

Other Club and Organizations include:

- Biology Club
- Campus Crusade for Christ
- Chi Alpha Christian Fellowship
- Club Anime
- C.O.M.M.I.T.
- Education Club
- Fin-Addicts (Spirit Club)
- French Club
- Gay-Straight Alliance
- History Club
- Hospitality Management Association
- Human Services Student Organization
- Literary Society
- Pre-Medical Student Association
- Reformed University Fellowship
- Sand Sharks For Service
- Sand Shark Productions
- Spanish Club
- Society for Creative Writers
- Student Nursing Association
- USCBee (Bee Keeping Club)

Chartering a New Student Organization

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

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

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

Official recognition of a student organization does not by itself constitute any type of endorsement, sponsorship, or liability by USCB.

Intramurals

Intramurals and recreation is coordinated by the Office of Student Life. USCB participates in local recreation clubs as well as providing on and off campus recreation events. Student interest drives the outcome and success of recreation activities so we encourage input. The USCB recreation field is located on the east side of campus next to student parking and can be used by any USCB students. Watch the bulletin boards for recreation announcements, located in the library and in the Hargray Building. For more information, or if you are interested in starting a club/intramural/recreation activity or team, please contact the Office of Student Life at (843) 208-8115.

Orientation

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

New Student Orientation

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

- Correspondence to students that acknowledges their applicant status and informs them of advising and registration dates
- Placement testing
- Information regarding
    - University resources, policies and procedures
    - Academic advising
    - Registration for classes
    - Student life
    - Degree program requirements
    - Fee payment and financial aid information
    - The transition from high school to college
- The introduction to faculty and staff as well as continuing and other students
- Recognizing the important role of family in the success of the new student at USCB by offering a special orientation for parents.

Student Publications

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

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

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

SAFETY

USCB is concerned about safety issues for all of its students. The Student Right-to-Know Act and Campus Security Act Policies 2000-2001 gives all interested parties information concerning on-campus safety and crime. For information about the frequency and type of reportable incidents on campus, please contact USCB Department of Public Safety at 843-208-8912 or visit the link posted on the USCB homepage at http:www.uscb.edu.

All students are encouraged to take special precautions in order to protect themselves from injury, theft, or personal attack while on or near campus. Personal belongings should be kept in a secure place and out of view to prevent the possibility of theft. Walk in groups of two or more, especially at night. Walk with a purpose and avoid secluded locations. Report any suspicious activity to the Department of Public Safety (DPS) Officer on duty. Use call boxes located on both campuses, Contact a member of the maintenance crew, or the nearest Administrative Office. Automobiles should remain locked. Automobiles should be parked near streetlights if classes end during evening hours. A DPS Officer is on hand to escort students and others to their cars during the evening hours by pressing the "info" button on a call box or calling 208-8911. Check the back seat before getting into the car to be sure no one is inside. Once inside your car, lock all doors.

Reporting a Crime/Incident
Emergency call boxes are located on both campuses. The "Emergency" button goes to 911; the "INFO" button calls the officer on duty. Store the DPS phone number (843-208-8911) in your cell phone.

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

Fire Procedures
All students should become familiar with the location of fire alarms, fire extinguishers and fire escapes in all of the buildings. In the event of a fire alarm, evacuate the building quickly. To report a fire, go to the nearest office outside the fire hazard and call the USCB DPS emergency number, 208-8911. In reporting the fire, report the exact location of the fire. Students living in housing units are required to exit those units in the event of an alarm.

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

Local Law Enforcement and Community Resource Contacts:
Department of Public Safety (USCB)................208-8911
Police, Fire, or Medical Emergency 911

UNIVERSITY AFFILIATIONS

Community Events

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

Osher Lifelong Learning Institute

USCB is home to the Osher Lifelong Learning Institute, a stimulating program for older adults interested in expanding their knowledge. For information regarding membership and special programming, call 208-8247 or visit online at www.uscb.edu/olli.

Center for the Arts at Historic Beaufort Campus

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

USCB Lunch with Author Series introduces area readers to NY Times bestselling authors, nationally acclaimed writers, and debuting novelists. Details regarding tickets for the entire annual series, or individual event tickets, can be found at the Continuing Education website, www.uscb.edu/lunchwithauthor.

Historic Tours of the Lowcountry, featuring renowned local historians, are offered periodically throughout the year. This fall will highlight the 150th anniversary of the Battle of Port Royal Sound during the Civil War. Details for this event can be found at the Continuing Education website www.uscb.edu/lunchwithauthor.

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

Office of Continuing Education

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

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

The **English as a Second Language** program provides six levels of instruction for non-English speaking adults on USCB's Hilton Head Gateway Campus each academic term. Participants learn to speak English comfortably, gaining confidence in elements of grammar and usage, while developing effective writing and reading skills. Placement tests are provided for all new students.

Institutional Collaboration

USCB seeks to develop collaborative relationships with organizations and institutions leveraging our collective intellectual capital to enhance USCB's teaching, research and service mission. For example:

- The University of South Carolina School of Medicine, the Sea Pines Resort Spa, and the University of South Carolina Beaufort collaborate to deliver continuing medical education on Hilton Head Island to doctors from across the United States.
- USCB partners with local business and educational organizations to sponsor the Lowcountry Regional Education Center, an initiative of South Carolina Pathways to Success.
- USCB owns and operates the Center for the Arts (CFA), providing a venue for cultural and educational events. CFA partners include the Beaufort Orchestra, Beaufort County Schools, Mainstreet Beaufort, Boys and Girls Club, and the Beaufort International Film Festival.

Partnerships through Grant Initiatives

Grants from local, state and federal agencies support research in various areas of local interest, including the environment, health, performing arts, transportation, and tourism. Externally sponsored funding at USCB in 2010-2011 totaled over $780,000.

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

The USCB Small Business Development Center (SBDC)

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

Centers are located in the Sandstone Building at the Historic Beaufort Campus and in the Annex Building at the Hilton Head Gateway Campus, serving as a community outreach business partner for the host institution, USCB.

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

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

PUBLICATIONS

The following publications can be found at www.uscb.edu. If you would like to obtain hard copies of these publications, please contact the Office of the Vice Chancellor for Student Development, Dr. Doug Oblander, at 843-208-8029.

USCB Bulletin - A university publication that lists programs of study, rules and regulations, admissions policies, scholarship information, financial assistance and other general academic information for USCB students. This is available online at: http://www.uscb.edu/academics/registrar/academic-bulletins.php.

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

USCB Annual Report - An annual publication reviewing the year's accomplishments, highlighting gifts, grants, and donors supporting USCB. Periodically, the annual report is combined with the USCB Magazine.

USCB Magazine - An annual publication connecting alumni and friends of the university to USCB initiatives, successes, and events.

The Times - A USC system-wide newsletter chronicling events and people throughout USC's eight campuses. Published in Columbia, papers are widely distributed on campus throughout the year or can be found at http://www.sc.edu/usctimes/.

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

USCB's **Facebook** page can be found at http://www.facebook.com/pages/USCB-University-of-South-Carolina-Beaufort/120816511291713.

Student Publications

APOSTROPHE - A journal of the arts published annually by the USCB English Department providing subscribers with an impressive variety of fiction, poetry and non-fiction from around the world.

The Pen - USCB's student literary magazine issued by the Literary Society.

The Tidal Times - USCB's award-winning student newspaper serves as the historical chronicle of USCB student life. The paper is published during the fall and spring semesters and is widely distributed on campus. A student editorial staff, and student writers and photographers, are responsible for the composition of the newspaper. Student opinions are not censored; however, they strictly adhere to responsible journalistic practices. An English faculty member serves as advisor.

OTHER DOCUMENTS

Registration at USCB assumes the student's acceptance of all published regulations, including both those which appear in this document and all others as applicable in official announcements.

Additional documents which include official policies are the Student Handbook, Faculty Manual and Policies and Procedure Manual, which are published annually.

The university has established procedures to certify that all classroom activities are conducted by individuals with spoken and written proficiency in the English language at a suitable level. Student

complaints concerning the English proficiency of an individual with classroom responsibilities should follow the grievance procedure found in the Student Handbook.

USCB provides equal opportunity and affirmative action in education and employment for all qualified persons regardless of race, color, religion, sex, national origin, age, disability, or veteran status. The University of South Carolina has designated the Executive Assistant to the President for Equal Opportunity Programs as the ADA Title II, Section 504 and Title IX coordinator. The Office of the Executive Assistant to the President for Equal Opportunity Programs is located at 1600 Hampton Street, Columbia, South Carolina; telephone 803-777-3854.

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

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

Students may expect to be allowed to obtain a degree in accordance with the requirements set forth in the regulations in force at the time they enter USCB, or under subsequent regulations published while they are enrolled as students. However, students are restricted in their choice to the requirements of one specific Bulletin. Undergraduate students have a period of eight years, inclusive and continuous, in which to claim the rights of a specific Bulletin.

The Bulletin is published annually by USCB giving comprehensive details about undergraduate programs and regulations.

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

USCB FACULTY

Department of Business Administration

Beasley, Fred, Professor, Business Administration, Ph.D., University of Maryland
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Crews, Virginia, Instructor, Accounting, M.B.A., The Citadel
Dennis, Bryan, Associate Professor, Business Management, Ph.D., University of Georgia
Folsom, Davis, Professor, Agricultural Economics, Ph.D., University of Connecticut
Gaffga, Leonard, Adjunct, International Business, M.B.A., University of Pennsylvania
Guillory, M. Dee, Adjunct, M.B.A., University of Michigan
Lambert, Jane, Instructor, Business Administration, M.S, Indiana University
Stuart, Aurel, Adjunct, Human Resource Management, M.S., Troy State University
Swift, Peter, Instructor, Business Administration, D.P.S., Pace University
Weatherhead, C. Paul, Adjunct, M.L.I.R., Michigan State University

Department of Education

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Roseneau, Mary Hope, Instructor, Reading, M.Ed., University of South Carolina
Tompkins, Renarta, Assistant Professor, Educational Studies, Ph.D., Emory University

Department of English and Theatre

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Blair, Jr., John, Associate Professor, Drama, Ph.D., University of Georgia
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Bredwell, Deanna, Adjunct, English, M.A., Georgia State University
Duffy, James A., I Adjunct, English, M.A., University of Missouri, St. Louis
Eby, Carl, Professor, English, Ph.D., University of California Davis
Hoffer, Lauren, Assistant Professor, English, Ph.D., Vanderbilt University
Kilgore, Robert, Assistant Professor, English, Ph.D., University of South Carolina
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Lang, Lauren, Adjunct, Rhetoric and Writing, M.A., San Diego State University
Malphrus, Ellen, Associate Professor, English, Ph.D., University of South Carolina
Martin, George, Adjunct, English, M.A., College of Charleston
Marshall, Quitman, Adjunct, English, M.A., American University
McDonell, Mike, Adjunct, Writing, M.A., Johns Hopkins University
Michael, Dustin, Adjunct, English, M.A., Southeast Missouri State
Moody, Alex, Adjunct, English, M.A. Vanderbilt University
Pall, Charles, Adjunct, Reading Instruction, M.A., Concordia University
Powers, Zachary, Adjunct, English Creative Writing, M.F.A., National University
Read, Patricia, Adjunct, Secondary Education, Ph.D., University of Alabama; English M.A., Samford University
Slesinger, Warren, Adjunct, English/Creative Writing, M.F.A., State University of Iowa
Tarr, Anita, Adjunct, English, Ph.D., Illinois State University

Department of Hospitality Management

Barth, Sean, Assistant Professor, Hospitality Administration, Ph.D., Texas Tech University
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        Hotel Administration, M.S.H.A, University of Nevada Las Vegas.
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Hammonds, Laurie, Adjunct, Hotel, Restaurant, Tourism Management, M.S.H.R.T.M., University of South Carolina
Olivetti, Keri, Adjunct, Law, J.D.; Business Administration, M.B.A., University of Tulsa
Salazar, John, Professor, Nutrition and Food Science, Ph.D., Auburn University

Department of Humanities and Fine Arts

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Cudahy, Brian, Adjunct, Studio Art, M.A., Georgia State University
Daniels, DeAnna, Adjunct, Studio Art, M.F.A., University of Tennessee
Dunn, Phil, Artist in Residence, Art Education, Ed.D., Ball State University
Farris, Amiri, Adjunct, Studio Art, M.F.A., Savannah College of Art and Design
Flowers, Geni, Adjunct, Librarian, M.L.I.S., University of South Carolina
Freenor, Steven, Adjunct, History, M.A., University of Cincinnati
Fryer, T. Bruce, Adjunct, Spanish, Ph.D., University of Texas Austin
Goebel, Jonathan, Assistant Professor, Studio Art, M.F.A., Texas Tech University
Griesse, James, Assistant Professor, Romance Languages and Lit. (Spanish), Ph.D., Catholic University of America
Haist, Gordon, Professor, Philosophy, Ph.D., Southern Illinois University
Hoover, Rachel, Adjunct, Education, M.A.E., Western Kentucky University
James, Timothy, Associate Professor, History, Ph.D., University of Chicago
Landrum, Robert, Associate Professor, History, Ph.D., University of Wisconsin – Madison
Laval, Brandi, Adjunct, Education, M.Ed., University of South Carolina
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Nelson, Benjamin, Assistant Professor, Romance Languages and Lit. (Spanish), Ph.D., University of Chicago
Palmer, Kirsten, Adjunct, Secondary Education in Spanish, M.A.T., University of South Carolina
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Thompson, Ellen, Adjunct, American Social and Intellectual History, Ph.D., University of Texas
Trask, Mary, Adjunct, History, M.A., New York University
Varner, Victor M., Adjunct, Music Education, M.M.E., Winthrop University
Villena-Alvarez, Juanita, Professor, Romance Languages and Lit. (French), Ph.D., University of Cincinnati
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Wise, Stephen, Adjunct, History, Ph.D., University of South Carolina

Department of Nursing

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        Walden University
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Kearney-Nunnery, Rose, Visiting Professor, Nursing, Ph.D., RN, University of Florida
Lauerer, Joy, Instructor, Nursing, M.S.N., APRN, BC, Wayne State University
Littrell, Linda, Instructor, Nursing, M.S.N., RN, University of Phoenix
Miller, Patti, Instructor, Nursing, M.S.N., RN, Drexel University
Stephens, Carol, Associate Professor, Nursing, D.S.N., RN, University of Alabama Birmingham
Warren, David Alan, Instructor, Toxicology, M.P.H., Ph.D., University of Georgia
Williams, Susan, Associate Professor, Nursing, Ph.D., RN, University of South Carolina

Department of Science and Mathematics

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Canada, Brian, Assistant Professor, Biosciences-Bioinformatics, Ph.D., Penn State University
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Fakunding, John, Adjunct, Ph.D., University of California at Davis
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Foster, John, Adjunct, Computer Science, Ph.D., Stanford University
Guinn, Karen, Instructor, Mathematics, M.M., University of Tennessee
Gusmaroli, Guiliana, Associate Professor, Biology, Ph.D., University of Milan
Iwasa, Akira, Associate Professor, Mathematics, Ph.D., University of South Carolina
Hogenboom, Timothy, Instructor, Statistics, M.A., Binghamton University
Ji, Yiming, Associate Professor, Computer Science, Ph.D., Auburn University
Keith, Charles, Professor, Biology, Ph.D., University of Chicago
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Kreta, Joseph, Adjunct, M.I.S., M.S., Penn State University
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Sears, Amy, Adjunct, Biology, Ph.D., University of Chicago
Sproul, Gordon, Professor, Inorganic Chemistry, Ph.D., University of Illinois
Staton, Joseph, Associate Professor, Environ/Evolutionary Biology, Ph.D., University of Louisiana Lafayette
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Tucker, Allen, Adjunct, Computer Science, Ph.D., Northwestern University
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Wallace, Debra, Assistant Professor, Physics and Astronomy, Ph.D., Georgia State University
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Freeman, Dawn, Adjunct, Social Work, MSW, Boston College
Glasson, James, Adjunct, Philosophy, M.A., University of Rhode Island
Hampson, Courtney, Adjunct, Communications, M.A., Monmouth University
Henderson, Debra, Adjunct, Psychology, M.S., Georgia Southern Holt, Jan, Adjunct, Educational Psychology,
    Ed.D., University of Houston
Holt, Jan, Adjunct, Educational Psychology, Ed.D., University of Houston
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Hurt, William, Instructor, Communications, M.A., American University
Lamkin, Randy, Adjunct, Sociology, Ph.D., University of Connecticut
Montgomery, Reid, Jr., Adjunct, Counselor Education, Ph.D., University of South Carolina
Morgan, Daniel, Adjunct, Agricultural Systems Technology and Education, M.S., Utah State University
Reed, James, Adjunct, Counseling Psychology, Ph.D., Oklahoma State University
Reed, Rich, Instructor, Psychology, M.S., Vanderbilt University
Robinson, Philip, Adjunct, Sociology, M.A., Montclair State College
Shookman, Cheryl, Adjunct, Psychology, Ph.D., Tulane University
Spirrison, Charles, Professor, Psychology, Ph.D., University of Southern Mississippi
Tucker, Millette, Adjunct, Counseling, M.Ed., Cleveland State University
Wilson, Linda, Adjunct, Psychology, Ph.D., Boston College

Library

Alpern, Mary, Instructor Librarian, Education, Ph.D., Cornell University; M.A., L.I.S., University of South Florida
Flowers, Geni, Instructor Librarian, M.L.I.S., University of South Carolina
Hanes, Melanie, Instructor, M.L.I.S., University of South Carolina
Reese, Natalee, Instructor, M.L.I.S., Indiana University
Stutz, Dudley, Instructor Librarian, M.L.I.S., University of South Carolina
Varnet, Harvey, Professor, D.A., Simmons College